

DOCUMENT RESUME

ED 049 994

SO 001 173

TITLE A Guide for Social Studies. United States History 10.
INSTITUTION Mankato Independent School District 77, Minn.
PUB DATE 68
NOTE 456p.

EDRS PRICE MF-\$0.65 HC-\$16.45
DESCRIPTORS *Concept Teaching, Critical Thinking, Current Events, Curriculum Guides, *Economic Education, European History, Grade 10, History, Inquiry Training, *International Education, *Labor Unions, Learning Activities, Negro History, Problem Solving, Resource Guides, Secondary Grades, Social Change, Social Studies Units, *United States History, World Affairs
IDENTIFIERS *War

ABSTRACT

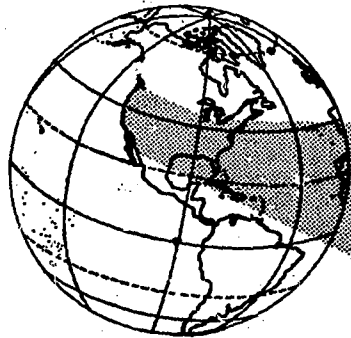
This course of study is a continuation of the sequential United States History program. It incorporates themes, merged with chronology as a method of structure, for the period from 1865 to the present: 1) Economic and Social Forces in American Studies; 2) Reform Movements; 3) The United States in a World Setting; 4) Causes of War; 5) Labor; and an optional unit, 6) The Negro. The foundations of the course are fundamental social concepts with the integration of various aspects of twentieth century western Europe into these themes. These objectives are: 1) improved utilization of the tools of research, critical thinking, and communication; 2) understanding of the geographic influences of peoples' lives and on events; 3) understanding of the concepts of space and time; 4) understanding the importance of trade and communication; 5) understanding of war and national participation in world affairs; 6) understanding how and why governments attempt to promote economic security; 7) understanding efforts in the United States to make our social system more consistent with the beliefs expressed in the Constitution and the Bill of Rights; 8) development of the concept of interdependence, and the impact of ideology. Many of the learning activities listed in this guide are designed to implement the problem-solving method; reading and audiovisual materials are given. (Author/SBE)

1173

ED049994

SOCIAL STUDIA

UNITED STA



**INDEPENDENT SCHOOL DISTRICT 77
MANKATO, MINNESOTA**



sp001173

STUDIES

UNITED STATES HISTORY 10



ED049994

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A GUIDE FOR
SOCIAL STUDIES

UNITED STATES HISTORY 10

Independent School District No. 77
51 Park Lane
Mankato, Minnesota 56001

Independent School District No. 77
Mankato, Minnesota

Board of Education

Thomas S. Adams
Eugene Benson
Edward W. Budde
Elmer Fritts
J. Peder Kvamme
Mrs. C. D. Nelson
Miles B. Zimmerman

William J. Nigg
Superintendent of Schools

Miss Rhea McCarthy
Director of Elementary Education

Director

Independent School District No. 77
Mankato, Minnesota

Board of Education

Thomas S. Adams
Eugene Benson
Edward W. Budde
Elmer Fritts
J. Peder Kvamme
Mrs. C. D. Nelson
Miles B. Zimmerman

William J. Nigg
Superintendent of Schools

Dr. J. E. Sjostrom
Director of Secondary Curriculum

cation

Acknowledgments

Social Studies Steering Committee

Anthony Knapp, Chairman, District 77 Social Studies.	. . . . .	Franklin Junior High
Karl Adolphson	. . . . .	Senior High
Robert Gaarder	. . . . .	Senior High
John Just	. . . . .	North Mankato Senior High
James Keckeisen.	. . . . .	North Mankato Senior High
John Larson	. . . . .	Senior High
Lynn Pierce	. . . . .	Lincoln Junior High
Ruth Roehl	. . . . .	Franklin Junior High

Consultants

Luverne Bjerke, Director	. . . . .	Audio Visual
Margaret Hobart, Head Librarian.	. . . . .	Library
Catherine Pinney, Director	. . . . .	Guidance
Jack E. Sjostrom, Director	. . . . .	Secondary Curriculum

Writing Team

James Keckeisen
Donald Kerkhoff

John Larson
Lynn Pierce

SUPERINTENDENT'S MESSAGE

Johann Wolfgang Von Goethe, German poet of the early nineteenth century, once said, "We see only what we know." Education then becomes the eye opener for man; for surely we better see and interpret that which we know something about.

Current curriculum studies seek to provide necessary concepts and knowledge that will enable students to learn both facts and the methods of application of facts needed to solve the problems of our times. The skillful teacher makes fact meaningful for the student so that he can "see."

The Board of Education, the administration, and the staff have joined efforts in preparation of this course of studies. We express our thanks for the special efforts of the committee, Dr. J. E. Sjostrom, Miss Rhea McCarthy, and the teachers who developed it. It is hoped that their efforts will make it possible for general improvement of instruction.

William J. Nigg
Superintendent

FOREWORD

The U. S. History 10 course of study is a continuation of American Studies 9. The course incorporates themes based on areas that have had the greatest or initial impact after 1865 and is taken through the pre-1865 period to the present time. In reverse, the American Studies 9 course includes themes that are significant before 1865.

The themes presented in this guide are merged with chronology, but are used mainly as a method of structure. Chronology can be instituted as an overview before, during, or after a theme or several themes have been developed and taught.

The foundation of this course of study is concepts. The concepts are not all-inclusive but are transitional and open to revision. A concept is used to provide students with opportunities from which he may build upon his ideas and solve his problems. Facts are used to help structure and build concepts.

Because of the overwhelming amount of content, concepts, and suggested activities presented, it is suggested that the teacher use this guide as a nucleus from which to expand and grow.

TABLE OF CONTENTS

	<u>Page</u>
Philosophy of School District 77	xiii
Philosophy of the Social Studies (K-12).	xvii
Objectives of the Social Studies	xvii
Objectives - U. S. History 10	xix
Overview - U. S. History 10.	xxi
Outlines of Units - U. S. History 10	xxiii
Unit I - Social and Economic Forces in American Studies. . .	1
Unit II - Reform Movements	43
Unit III - The U. S. in the World Setting.	97
Unit IV - Causes of War	161
Unit V - Labor in American Society.	191
Optional Unit - The Negro in America	209
Bibliography	219

A PHILOSOPHY OF EDUCATION FOR DISTRICT 77 SCHOOLS

In the United States we have one of the most successful democracies in the world. In a democratic society the school should be so organized that it will perpetuate the principles and objectives of our democratic society and should operate on democratic principles. All major policies should therefore be determined and formulated democratically by parents, teachers, pupils, board members, and administrators in proportion to their experience, ability, and training; and each group before mentioned must also assume responsibility for the policies as well as the benefits. In formulating policies, we believe that the interests, needs, and abilities of each pupil should be given utmost consideration. We believe in a pupil-centered school, faculty operated, with student participation.

We believe that the ultimate goal of education is that the individual be well adjusted to the society in which he will live--adjusted socially, emotionally, and vocationally--and that he be guided in formulating a philosophy of life that will enable him to adjust to and bring about improvements in the changing society in which the unskilled and uneducated are becoming obsolete.

We believe in the worth and dignity of the individual regardless of his economic, occupational, geographic, or racial status; that we should have respect for the culture which the minority racial or national groups brought with them to our country and that individuals and minority groups should be given every consideration. However, while being given full consideration, they should abide by and subscribe to majority rule democratically obtained and administered.

The task of the school then is to set the stage or a student may acquire experience, knowledge, and skills understandings, and appreciations necessary to live a we in a democratic society.

ol then is to set the stage or furnish the environment where
erience, knowledge, and skills as well as attitudes, ideals,
ciations necessary to live a well rounded life and participate

PHILOSOPHY OF THE SOCIAL STUDIES

(K - 12)

The social studies program has an increasingly important role in preparing these people to live in an ever-changing world. Those involved in the program must be actively concerned with all the social and economic problems that affect all societies.

OBJECTIVES OF THE SOCIAL STUDIES

(K - 12)

The objectives of the social studies K-12 shall be such that the

1. Will develop a sensitivity to human dignity and worth of all people.
2. Will become acquainted with the physical, social, and economic environment and its influence on the development of individuals and groups.
3. Will become acquainted with the people who inhabit, or have inhabited, the earth - their lives, customs, history, and to protect and preserve their contributions to civilizations.
4. Will acquire an appreciation for our American heritage and the American way of life.
5. Will develop those attitudes, abilities, and ideals which enable him to understand, appreciate, and participate as a responsible citizen in a democratic society.
6. Will understand international conditions and problems, and the role of the United States in the world community of nations.
7. Will realize the interdependence of people and the need for group cooperation.
8. Will develop the basic skills and techniques to use and analyze social science material and to attack present and future social, political, and economic problems.

PHILOSOPHY OF THE SOCIAL STUDIES

(K - 12)

A program has an increasingly important role in assisting young responsible participating citizens of our democratic society and in helping them to live in an ever-changing world. Therefore, every individual must be actively concerned with all the social, political, and economic factors that affect all societies.

OBJECTIVES OF THE SOCIAL STUDIES

(K - 12)

Social studies K-12 shall be such that the student:

1. Develop a sensitivity to human dignity and worth of individuals.

2. Become acquainted with the physical, social, and economic world and its influence on the development of individuals and nations.

3. Become acquainted with the people who inhabit, or have inhabited, the world, their lives, customs, history, and to protect the worth and contributions to civilizations.

4. Develop an appreciation for our American heritage and the value of life.

5. Develop those attitudes, abilities, and ideals which will enable them to stand, appreciate, and participate as a responsible citizen in a democratic society.

6. Understand national and international conditions and problems, and the role of the United States in the world community of nations.

7. Understand the interdependence of people and the need for international cooperation.

8. Develop the basic skills and techniques to use and understand social science material and to attack present and future social, political, and economic problems.

OBJECTIVES - U. S. HISTORY

1. The student will improve his use of the tools of research, critical thinking, and communication.
2. The student will come to a better understanding of the geographic influences on peoples' lives and on events.
3. The student will understand the concepts of space and time and develop his ability to use them.
4. The student will understand the importance of trade and communication as a means of promoting friendship, understanding, and higher standards of living.
5. The students will study the causes of war and see the extent to which nations participate in world affairs.
6. The student will study and develop an appreciation of the people who created the history of this period.
7. The student will have an opportunity to study how and why governments have attempted to promote economic security - and in many cases what failure has meant.
8. The student will study what has been done in the United States to make our social system more consistent with the beliefs expressed in our basic documents. (There will be a continuation of the study of the relationship between the Constitution, Bill of Rights, and the American Society.
9. The concept of interdependence will be developed in a meaningful way.
10. The student will have an understanding of the importance and impact of ideology on people and events in the 20th century.

OVERVIEW - U. S. HISTORY 10

It is suggested that the teacher conduct a very brief overview of the projected ninth grade course to establish the sequential nature of the U. S. History program. Before proceeding into a continuing theme of study at the tenth grade level an overview of ninth grade work in that theme should be undertaken and followed by basic text readings which will be utilized to provide general background for the problems and activities that develop the theme.

The minimal requirement for the U. S. History 10 will consist of approximately nine weeks each on the themes, "Economic and Social Forces in American Studies," "Reform Movements," and "The United States in the World Setting." As time permits the teacher may use his discretion in the choice of remaining themes. It is not expected that all six themes will be covered in one academic year.

The inter-relationships of various aspects of Twentieth Century Western European and United States History have been integrated into the themes to better achieve the objectives of our social studies program.

Learning activities have been provided which will give the students opportunities to work with current affairs.

The curriculum committee hopes that teachers will make as much use as possible of problems, activities, and readings in guiding their students through these themes. Although it is important, the content should not be the end in itself but used as a tool to develop techniques in problem solving.

Many of the activities listed in this guide are designed to implement the problem-solving method. Suggested guidelines to use in solving problems are:

1. Do some general background reading in the problem area.
2. Select and define the problem to be solved.
3. List the possible sources of information.
4. Study the pertinent facts regarding the problem.
5. Think about a possible solution and then proceed to prove the correctness or error of this hypothesis.
6. Evaluate your conclusions.

The skills to be developed and practiced by the problem solving method are:

observing	reporting	comparing	summarizing
interpreting	evaluating	creating	discovering
			map use

SIX UNIT OUTLINES - U. S. HIST

ECONOMIC AND SOCIAL FORCES IN AMER

- I. The Growth of Industrial Enterprise
 - A. The nation divided
 - B. Case studies in American develop-
ment
 - C. Case studies in German develop-
ment
 - D. Forces that brought change in U.S.
and Germany
 - E. The effects of change
 - F. The lessons of growth

III. A
A.

1

2

3

4

- II. World Power and New Problems
 - A. The world war brings change
 - B. The aftermath of war
 - C. Capitalism fails
 - 1. How the crash came
 - 2. Rejection of capitalism
 - USSR
 - War Communism
 - State Socialism
 - German
 - National Socialism
 - 3. The market collapses
 - 4. Collapse of the economy

B. H
C. B
D. T

SIX UNIT OUTLINES - U. S. HISTORY 10

ECONOMIC AND SOCIAL FORCES IN AMERICAN STUDIES

Industrial Enterprise
divided

in American develop-

in German develop-

brought change in U.S.

of change

of growth

New Problems

er brings change

n of war

ails

crash came

a of capitalism

ommunism

Socialism

hal Socialism

t collapses

of the economy

III. America at the End of the Twenties

A. The years of anxiety

1. What was the Great Depression
like in the U.S. and Germany

2. Impact of war

U.S. and Germany

3. Economic welfare 1929-49

U.S. and Germany

4. Role of Government

a. U.S.

b. Germany

Extremism

Structural

Weaknesses

Public attitude

B. Hoover administration

C. Roosevelt administration

D. The American economy in war

Suggested time:

9 weeks

SIX UNIT OUTLINES - U. S. HISTORY 10
REFORM MOVEMENTS

- | | |
|--|--|
| <p>I. Early Reform Movements - Post Civil War 1900</p> <ul style="list-style-type: none">A. Problem areasB. Attempted solutionsC. Welfare capitalism in Europe <p>II. Progressive Movement</p> <ul style="list-style-type: none">A. Square Deal reformsB. Taft reformsC. New freedom reform <p>III. Post World War I America</p> <ul style="list-style-type: none">A. Reforms in the 20'sB. The DepressionC. Hoover's administration response to depression <p>IV. The New Deal</p> <ul style="list-style-type: none">A. ReformB. The second new dealC. Reaction to the New DealD. Success or Failure? <p>V. The "New Deal" in Europe</p> <ul style="list-style-type: none">A. The Nazi stateB. French SocialismC. Soviet state | <p>VI. Post World War I</p> <ul style="list-style-type: none">A. BusinessB. AgricultureC. EmploymentD. ExpansionE. International <p>VII. Contemporary</p> <ul style="list-style-type: none">A. BusinessB. EducationC. AgricultureD. SocialE. UrbanizationF. The expansion of GovernmentG. Society about the movementH. Civil rights <p style="text-align: right;">Suggested
9 weeks</p> |
|--|--|

SIX UNIT OUTLINES - U. S. HISTORY 10

REFORM MOVEMENTS

ts - Post Civil

VI. Post World War II America

- A. Business
- B. Agricultural problems
- C. Employment Act of 1946
- D. Expanded Social Security
- E. Internal security

ns
m in Europe

ms

VII. Contemporary U.S. Reforms

- A. Business
- B. Education
- C. Agriculture
- D. Social welfare
- E. Urbanization
- F. The expanding role of the Government
- G. Society's changing attitude about the role of the Government
- H. Civil rights movement

m
rica
's

ration response to

al
New Deal
e?
rope

Suggested time:

9 weeks

SIX UNIT OUTLINES - U. S. H
THE UNITED STATES IN A WORLD

- I. Traditional Aspects of U.S. Foreign Policy
 - A. Monroe Doctrine
 - B. Freedom of seas
 - C. Isolationism
 - D. Open door
 - E. Peaceful settlement
 - F. Pan-Americanism
- II. "End of an Era" 1898
 - A. Changing role for the U.S.
 - B. Maturing of capitalism
 - C. Europe's "New Imperialism"
 - D. End of "Splendid Isolation" for Great Britain
- III. World War I
 - A. Pre-war relations
 - B. War-time agreements
 - C. U. S. Neutrality
 - D. The peace conference
 - E. Impact of World War I on Europe and U.S. (Weimar Republic)
 - F. Post-war diplomacy
 - G. Crisis of Capitalism

UNIT OUTLINES - U. S. HISTORY 10
UNITED STATES IN A WORLD SETTING

. Foreign

IV. Interwar Relations

- A. Disarmament
- B. Economic and military security
- C. U. S. policy
- D. Foreign policy of the Weimar Republic

V. World War II

- A. Pre-war relations
- B. War-time diplomacy
- C. Post war diplomacy

.S.

VI. U. S. Commitment in Post War
World - 1950 - Present

sm"
ion" for

- A. Break with USSR divides Europe
- B. Far East
- C. Africa and Latin America

n Europe
lic)

Suggested time:
9 weeks

SIX UNIT OUTLINES - U. S. HISTORY 10

CAUSES OF WAR

- | | |
|---------------------------------|---------------------|
| I. Causes of World War I | I. Workers in |
| A. Peace movements | A. Indentured |
| B. European outbreak | B. Early c |
| C. U. S. Entry | C. Factory |
| D. Issues involved | D. Workers |
| E. Causes of the war | |
| II. Cause of World War II | II. Working Men |
| A. Peace movements | III. Rise of Lab |
| B. European outbreak | A. Goals |
| C. U. S. entry | B. Knights |
| D. Issues involved | C. Immigrat |
| E. Course of the war | D. AFL |
| | E. CIO |
| III. Causes of Vietnam Conflict | IV. Labor Moveme |
| A. Attempt to preserve peace | A. Strikes |
| B. Outbreak of war | B. Gains ad |
| C. U. S. Entry | V. Federal Regu |
| D. Issues involved | A. Basic la |
| E. Public reaction | B. Radical |
| F. Cause of the war | VI. The New Deal |
| | A. Rights o |
| | B. Rights o |
| | VII. Contemporary |
| | A. Automati |
| | B. Governme |
| | C. Leadersh |
| | VIII. Expanding Rol |
| | the Labor Mov |
| | IX. Great Strikes |
- Suggested time:
9 weeks

UNIT OUTLINES - U. S. HISTORY 10

LABOR

- I. Workers in Early America
 - A. Indentured servant era
 - B. Early crafts
 - C. Factory system
 - D. Workers organize
- II. Working Men in the Era of Jackson
- III. Rise of Labor Unions
 - A. Goals
 - B. Knights of Labor
 - C. Immigrant's role
 - D. AFL
 - E. CIO
- IV. Labor Movements' Struggle for Recognition
 - A. Strikes
 - B. Gains achieved
- V. Federal Regulation of Labor Unions
 - A. Basic labor laws
 - B. Radical movement in labor
- VI. The New Deal and Labor
 - A. Rights of American laboring man
 - B. Rights of Nazi German laboring man
- VII. Contemporary Labor Problems
 - A. Automation and unemployment
 - B. Government arbitration
 - C. Leadership
- VIII. Expanding Role of the Government in the Labor Movement
- IX. Great Strikes of the 20th Century

SIX UNIT OUTLINES - U. S. HISTORY 10

THE NEGRO
(Optional)

- I. The Negro's Status in the Post-War Era
 - A. Enfranchisement
 - B. A Program for Negro Betterment
- II. Toward Full Equality: Since 1900
 - A. Voices of Protest
 - B. The Rising Tide
- III. The Negro in Contemporary America
 - A. The Civil Rights Movements
 - B. The Kennedy Program
 - C. Negro Radicalism, Black Nationalism
 - D. The Negro Faith in America
 - E. The Civil Rights Acts of 1964
 - F. Politics and the Negro

SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

Unit I

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
<p><u>THE GROWTH OF U. S. INDUSTRIAL ENTERPRISE: 1860 - 1914</u></p> <p>I. <u>The Nation Divided</u></p> <p>A. The Civil War</p> <p>B. Reconstruction</p>	<p>The rapid growth of industry in the United States during the period following the Civil War expanded and changed the nation's economy.</p> <p>With this rapid growth of industry there emerged a new type of businessman--industrial entrepreneurs--who worked their way up to positions of great economic and political power.</p> <p>Social Darwinism was a dominant philosophy of the day and was particularly popular with those who were successful.</p> <p>For economic reasons--primarily the need for large amounts of capital--businessmen formed corporations.</p>	<p>***Refer to ing Act</p> <p>(Textbook Americ Guide.</p> <p>*** Starre</p>

FORCES IN AMERICAN STUDIES

CONCEPTS/OBJECTIVES

ACTIVITIES

The rapid growth of industry in the United States during the period following the Civil War expanded and changed the nation's economy.

With this rapid growth of industry there emerged a new type of businessman--industrial entrepreneurs--who worked their way up to positions of great economic and political power.

Social Darwinism was a dominant philosophy of the day and was particularly popular with those who were successful.

For economic reasons--primarily the need for large amounts of capital--businessmen formed corporations.

***Refer to III, "Some Suggested Learning Activities."

(Textbook: Economic Forces in American History, Teacher's Guide, pp. 46 - 48.

*** Starred items suggest problems.

READINGS

A. V. MATERIALS

Basic Text: Chapters 23, 24,
25, 26 and Book IV, 1860-
1914, from Economic Forces
in American History.

To select additional writings
in economics, refer to:

Study Materials for Economics
Education in the Schools.
Committee for Economic Develop-
ment, N.Y., N.Y.

(C) Rycke and Thompson.
Business Enterprise in the
American Economy. "The American
Enterprise System" pp. 1-15,
and understand terms on p. 18.

(C) American Capitalism.
"Why an Economic Organization?"
pp. 1 - 13.

Schlichter. Economic Growth in
the U.S.

(L) Buck. The Road to Reunion.
1865-1900.

C = Classroom
L = Library

Films:

"Productivity: The Key to
Plenty"
20 minutes EBF

"Rise of Modern Industrial
America"
30 minutes Norwood

"What is Business?"
11 minutes Coronet

"Civil War" (3 parts)
Background Issues 1359
First Two Years 1360
1863-1865 1361

"Meaning of the Industrial
Revolution 38

Filmstrip:

"The Abolitionists" 326 CFS

Code numbers refer to A-V
Center catalog number.

A. V. MATERIALS

TEACHER'S NOTES

Films:

"Productivity: The Key to
Plenty"

20 minutes

EBF

"Rise of Modern Industrial
America"

30 minutes

Norwood

"What is Business?"

11 minutes

Coronet

"Civil War" (3 parts)

Background Issues

1359

First Two Years

1360

1863-1865

1361

"Meaning of the Industrial
Revolution

38

Filmstrip:

"The Abolitionists"

326 CFS

Code numbers refer to A-V
Center catalog number.

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
II. <u>Case Studies in American Development</u>	Basic changes in the factors of profuction	** N t
A. Industry		
1. Problems	Economic Darwinism	
2. Justifying bigness		
democracy	Problems resulting from change	The A 1. 2. 3. 4.
economic Darwinism	Factors of production	
B. Agriculture		
1. Problems	Scarcity	World
transportation	Interdependence	growth
money-credit	Change	tant
tariffs	Environmental influence	devel
		This
		that
		period
C. Natural resource wealth		

IN AMERICAN STUDIES

CONCEPTS/OBJECTIVES

ACTIVITIES

Basic changes in the factors of profuction

Economic Darwinism

Problems resulting from change

Factors of production

Scarcity

Interdependence

Change

Environmental influence

** No. 6: "A View of the Economy in the 1890's"

Sperling, John. Great Depressions. Glenview, Ill.: Scott Foresman and Company. "Problems in American History. Unit II, pp. 57 - 66.

The American Banking System, 1860-1920

1. The National Bank Act of 1863
2. The growth of commercial banking
3. The rise of investment banking
4. The Federal Reserve System

World War I was one of extensive economic growth in the United States. An important phase of this growth was the development of the banking business. This development, including the changes that took place in banking during this period might be the focus of this study.

READINGS

A. V. MATERIALS

973 Holbrook, Stewart.
Hol Age of the Moguls

Rise of the American Nation.
Vol. II "Approaches to Re-
construction" 1968.
Readings, pp. 185-191.

342.73 Beard, Charles. An
Be Economic Interpretation
(C) of the Constitution of
the U.S. Macmillan.

(L) American History Illus-
trated. August, 1966. "The
Molly Maguires" p. 12.

(L) Beer. The Mauve Decade:
American Life at the End of
the Nineteenth Century.

(L) Buck. The Agrarian Cru-
sade.

Filmstrips:

"How Industry Began (New
917.

"Other New England Indust
917.

"Industry Changes America
(1812 - 1900)" 973.

"The Cradle of American Ind
973.

"The American Economic Sys
320(1

A. V. MATERIALS

TEACHER'S NOTES

Filmstrips:

"How Industry Began (New England)"
917.4(3) CFS

"Other New England Industries"
917.4(6) CFS

"Industry Changes America
(1812 - 1900)" 973.5(17)CFS

"The Cradle of American Industry"
973.2(5) CFS

"The American Economic System"
320(18) CFS

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
III. <u>Case Studies in German Development</u>		Map: Germ mean some plac 1871
A. Agriculture	Environmental in- fluence	Map a maps toward then ing w
B. Natural Resources	Recognize the in- fluence of geography on politics, economics, and foreign relations of nations.	Map a sourc
C. Industry	Factors of production	Compar West & advant people
D. Government	Monarchy	

FORCES IN AMERICAN STUDIES
CONCEPTS/OBJECTIVES

ACTIVITIES

Environmental influence

Map: Prepare a pictorial map of Germany on which you depict by means of pictures or drawings some significant historical events, places, and persons in Germany since 1871.

Recognize the influence of geography on politics, economics, and foreign relations of nations.

Map activity: Prepare a series of maps showing successive steps toward unification of Germany and then towards division again following World War II.

Factors of production

Map activity: Locate natural resources on map of Germany

Monarchy

Compare products of East German and West German agriculture to show advantages that would accrue to the people if the two were reunited.

READINGS

A. V. MATERIALS

(C) Europe with Focus on
Germany, p. 180 **
Fideler.

A History of Modern Ger-
many. Anvil Books.

Germany. Ch. 9 - 15 Dill.

(C) Europe with Focus on
Germany, p. 173 **
Fideler

(C) Europe with Focus on
Germany, p. 236** Fideler.

(C) Europe with Focus on
Germany. p. 228 **
Fideler.

A. V. MATERIALS

TEACHER'S NOTES

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
IV. <u>Forces that Brought Change in the U.S. and Germany</u>	Develop skill in interpreting maps and charts.	**No. 7: "T Ed Gr 70
A. Industrialism	Cartel	**No. 8: "T Sp De
1. The growth of the national market	Appreciate our geographical environment and learn the need for wise use of resources.	Case Study: Progressive Court."
2. Efficient use of resources	Immigration	Eames, E. American Publishin
	Labor mobility	
3. Classical capitalism	Technology	**"Were the Feder, Bern pp. 195-19
	Laissez faire	
4. Formation of mass labor	Autocracy	**"Was Big B Feder, Bern pp. 200-20
	Factors of production	Familiarize for appriasia them to appr time, e.g., etc.

AMERICAN STUDIES

PTS/OBJECTIVES	ACTIVITIES
skill in inter- maps and charts.	**No. 7: "The Rise of the National Economy" Sperling, John. <u>Great Depressions</u> . pp. 67-76.
ate our geographi- ironment and learn t for wise use of es.	**No. 8: "The Farmers" Sperling, John. <u>Great Depressions</u> . pp. 77-87.
tion	Case Study: "The Robber Barons and the Progressive Era. A Case for the Supreme Court." Eames, E. Ashley. <u>Case Studies in American History</u> , p. 65. Education Publishing Service.
bility	**"Were the Big Businessmen Robber Barons?" Feder, Bernard. <u>Viewpoints: USA</u> . pp. 195-199.
ogy	**"Was Big Business Really Bad?" Feder, Bernard. <u>Viewpoints: USA</u> . pp. 200-208
faire	
y	
of production	Familiarize students with six standards for appriasing an economic system. Use them to appriase the economy from time to time, e.g., in late 1800's, 1910, 1920, etc.

READINGS

A. V. MATERIAL

(C) Wilson, Mitchell.
American Science and In-
vention. New York:
 Simon and Schuster

Film:

"The Story of Iron and Steel"

Film:

"Henry Ford" McGraw-Hill

(C) American Capitalism.
 Chapter VI.

Film:

"Inventions in the American
 Growth. 1850 - 1890"
 11 minutes Corod

(C) Rise of the American
Nation. c. 1968. Vol. II
 "The Wage-Earner in a
 Changing World" Readings,
 pp. 219-224.

Filmstrip:

"Agricultural Revolution"

(L) American History Illus-
trated May, 1968.
 "The Human Side of J.P.
 Morgan" p. 10.

Filmstrip:

"New Inventions and Industria
 Developments" 608(10)
 A.V.

(C) Rise of the American
Nation. c. 1968. Vol. II
 "The Trusts" Readings,
 pp. 202 - 210.
 "Millionaires" Readings,
 pp. 211 - 218.

Filmstrip:

"New Processes Aid Industrial
 Development" 609
 A.V.

A. V. MATERIAL

TEACHER'S NOTES

Film:

"The Story of Iron and Steel"

Film:

"Henry Ford" McGraw-Hill

Film:

"Inventions in the American
Growth. 1850 - 1890"

11 minutes Coronet

Filmstrip:

"Agricultural Revolution" YAF

Filmstrip:

"New Inventions and Industrial
Developments" 608(10) CFS
A.V.

Filmstrip:

"New Processes Aid Industrial
Development" 609 CFS

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES
---------	---------------------

Capital

The Amer

(a) Bri
com
Civ

(b) Why
wer
set
cur
can

(c) How
nat
con
188
man
doo
cri

Contrast
Empire w

Report:

Draw a ma
lost by t
cribe the
as a resu
smaller p

Prepare a
to Baghda
national
of the ge
tion of t

FORCES IN AMERICAN STUDIES

CONCEPTS/OBJECTIVES

ACTIVITIES

Capital

The American Banking System, 1860-1920

- (a) Briefly describe the growth of commercial banking after the Civil War.
- (b) Why, by the end of the Civil War, were most business transactions settled by checks instead of currency? Why was this a significant development?
- (c) How did the weaknesses of the nation's commercial banking system contribute to the panics of 1873, 1884, 1893, and 1907? Why were many banks forced to close their doors during these financial crises?

Contrast the government of the German Empire with that of Britain.

Report: Imperialism: Its Nature and Causes.

Draw a map showing the areas Germany lost by the Versailles Treaty and describe the impact on Germany's economy as a result of lost resources and a smaller population.

Prepare a magazine article on the Berlin to Baghdad railroad including: national policies involved, glimpses of the geographic features, construction of the railroad, and the impact.

READINGS

A. V. MATERIALS

- (L) Syntopican.
Great Books of the
Western World.
(In Head Librarian's
office)

A. V. MATERIALS

TEACHER'S NOTES

CONTENT	CONCEPTS/OBJECTIVES	
		Report many du War I.
		Discuss making
V. <u>The Effects of Change</u>	Saving	**"What Revol 211
	Capital	
A. The Benefits of Change	Capital Formantion	Make a c board sh in agric for exan in <u>Encyc</u> edited b entitled <u>American</u> Wilson.
	Demand	
B. The Costs of Growth	Supply	
	Opportunity Cost	
	Standard of Living	**No. 9: Depres pp. 88
	Saving	
	To realize that change is inevitable in all individual lives and in the culture and civilization of a nation.	

CONCEPTS/OBJECTIVES

ACTIVITIES

	Report on the Krupp enterprise in Germany during the period prior to World War I.
	Discuss: Kaiser Wilhelm's program for making Germany a great world power.
ving	**"What Was the Value of the Agrarian Revolt?" <u>Viewpoints: U.S.A.</u> pp. 209-211
pital	
pital Formantion	Make a chart or graph for the bulletin board showing significant developments in agriculture from 1861 to 1900. See for example, the section on agriculture in <u>Encyclopedia of American History</u> , edited by R.B. Morris, and the section entitled "The Million-Acre Farm" in <u>American Science and Invention</u> by M. Wilson.
hand	
ply	
portunity Cost	
andard of Living	**No. 9: "Government Response to the Depression" <u>Great Depressions</u> . pp. 88 - '96.
ving	
realize that change inevitable in all individual lives and the culture and vilization of a	

READINGS

A. V. MATERIAL

(C) A Sense of the Past.
pp. 18, 20.

Film:

"Growth of Big Business in
American, 1865-1900" 16 m
Coronet.

Film:

"Growth of Farming in Amer
16 minutes. C

A. V. MATERIAL

TEACHER'S NOTES

Film:

"Growth of Big Business in
American, 1865-1900" 16 minutes.
Coronet.

Film:

"Growth of Farming in America"
16 minutes Coronet

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
VI. <u>The Lessons of Growth</u>	Develop skill in locating, selecting, analyzing, and reporting pertinent data.	**No
A. What the Nations Learned	Productivity	<u>The</u> 1.
B. The Role of Competition	Big business	2.
	Mass production	
C. The U. S. Emphasizes Domestic Development	Mass distribution	3.
	Mass society	
	Competition	
	Recognize the contribution of free enterprise to our industrial development.	4.
	To grasp the role of the modern corporation in making possible the growth of large-scale production and high standards of living.	Colle that house tribut develo

S IN AMERICAN STUDIES

CONCEPTS/OBJECTIVES

ACTIVITIES

Develop skill in locating, selecting, analyzing, and reporting pertinent data.

Productivity

Big business

Mass production

Mass distribution

Mass society

Competition

Recognize the contribution of free enterprise to our industrial development.

To grasp the role of the modern corporation in making possible the growth of large-scale production and high standards of living.

**No. 10: "The Depressions of 1893 - 1898" Great Depressions. pp. 97 - 104.

The American Banking System, 1860-1920

1. What are investment banks? How do they differ from commercial banks?
2. Why did the number of investment banks increase with the growth of corporations during the industrial era?
3. Why did investment banks, just as J. P. Morgan and Company, seek control of commercial banks, insurance companies, and industrial corporations? How successful were they in securing such control?
4. What effect did the growth of investment banking have on the national economy?

Collect data to support the statement that "The U.S. has been a rich storehouse of natural resources which contributed to our rapid industrial development."

READINGS

A. V. MATERIALS

Film:

"Productivity: Key to American
Economic Growth"
1011

(C) American Capitalism
"American Capitalism:
Its Foundation," pp.
16 - 25

Film:

"What Is a Corporation?"
11 minutes

A. V. MATERIALS

TEACHER'S NOTES

Film:

"Productivity: Key to America's
Economic Growth"
1011 A. V.

Film:

"What Is a Corporation?"
11 minutes Coronet

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES		AC				
	Skill in locating, selecting, analyzing, and reporting pertinent data.	<table><tr><th>Re-source</th><th>Where Found</th></tr><tr><td></td><td></td></tr></table>	Re-source	Where Found			
Re-source	Where Found						
	Recognize the inter-relationships between mass production, mass distribution, mass consumption, and high living standard.						
	Appreciation of what we have in relation to what others have.	Have committees on different industries, steel, rubber, communications.					
	Understand that the best economic system is one that permits freest economic competition consistent with the general welfare.	Find out what the advantages of the organizations are. Find out how a business is run, what it should be. Ask several adults what might be possible career such as they did in the late 19th century on the basis of their conclusions.					

55

-16-

I
I
I
I
I
I
I
I
I
I
I
I
I

ACTIVITIES

ERIC
Full Text Provided by ERIC .16-

READINGS

A. V. MATER

(C) American Capitalism
"How an Economy is
Coordinated by Free
Markets" pp. 28 - 41

(C) Levenstein. Why People
Work. Crowell-Collier

A. V. MATERIALS

TEACHER'S NOTES

m
e
41

people
lier

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES
<p>D. Germany Turns Imperialistic</p>	<p>Map: On where Ger of influ</p> <p>Report: Germany's was an un</p> <p>Time Line dependenc Britain a 1915.</p> <p>Report: with mass</p> <p>Compare s with that looking a wages, etc</p> <p>Captain of industry</p> <p>Carry on railroad industry Report on he faced, obstacles, significant (f) his in</p>

AMERICAN STUDIES

CEPTS/OBJECTIVES

ACTIVITIES

Map: On a world map indicate areas where Germany had colonies or sphere of influence prior to World War I.

Report: Why might it be said that Germany's experience with colonialism was an unhappy one?

Time Line: Make a time line showing dependencies acquired by Germany, Britain and the U.S. about 1850 and 1915.

Report: Personal problems connected with mass production.

Compare standard of living in U.S. with that of other countries by looking at prices, availability, wages, etc.

n of industry

Carry on research on any industrialist, railroad magnate, or other captain of industry of the late nineteenth century. Report on (a) his aims, (b) the obstacles he faced, (c) how he faced up to these obstacles, (d) quotations from him, (e) significant anecdotes about him, and (f) his impact on American life.

READINGS

A. V. MATERIALS

Film:

"What We Have"

(C) Learner and Thomson.
American Capitalism;
an Introduction.
McGraw-Hill.

A. V. MATERIALS

TEACHER'S NOTES

film:

"What We Have"

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
		Usi wri bus adv com
		Bet the dus of mig phi sys
<u>WORLD POWER AND NEW PROBLEMS</u> 1914 - 1950		
I. <u>The World War Brings Change</u>	Technical change	**R A A P
A. America before 1914	Changes in the world economy	
B. The effect of the war	Changes in the domestic economy	**N

IN AMERICAN STUDIES

CONCEPTS/OBJECTIVES

ACTIVITIES

Using an economics textbook as a source, write a report (a) showing that both big business and small business have their advantages or (b) describing efforts to combat depressions.

Capitalism vs. Communism

Between the Civil War and World War I, the United States became a great industrial nation. The basic philosophy of its economic system, capitalism, might be explored and compared with the philosophy of a communistic economic system. Make specific references to:

1. The consumer
2. Business
3. Labor
4. Farmer
5. Government
6. Ownership

chnical change

anges in the world
onomy

anges in the domes-
e economy

**Refer to III, "Suggested Learning Activities," Economic Forces in American History, Teacher's Guide, pp. 57 - 60.

**No. 11: "The Economy in the 1920's and the 1930's" Great De-
pressions. Unit III, pp. 108-115.

READINGS

A. V. MATERIALS

Social Education (Magazine)
April, 1958. Special issue
on the USSR.

(C) Basic Text: Ch. 33, 35
and Book V, 1914-1930 from
Economic Forces in American
History.

(C) Business Enterprise in
the American Economy.
"Forms of Business Or-
ganization" pp. 56-69 and
understand terms, p. 70.

(L) Rollins. Woodrow Wilson
and the New America.

973.9 (C) Since Yesterday
Al 5 New York: Bantam
Books. Allen, F.L.

Film:

"Federal Reserve System"
20 minutes

Filmstrip:

"Role of the Federal Reserve
System--Credit Market" Joint
Council

Record:

"Life History of the U.S."
(Record 9 - 1901-1917) No.

Film:

"Land of Promise" AFL - CIO

A. V. MATERIALS

TEACHER'S NOTES

5 Film:

"Federal Reserve System"
20 minutes

EBF

Filmstrip:

and
D. "Role of the Federal Reserve
System--Credit Market" Joint
Council

on Record:

"Life History of the 'U.S."
(Record 9 - 1901-1917) No. 251

Film:

"Land of Promise" AFL - CIO

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	
II. <u>The Aftermath of the War</u>	Changes in America's financial position	Each ing and his
A. Peace Brings Change	Laissez-faire	1
B. The International Setting	Inflation	2
C. American Industry	Overspeculation	
D. American Agriculture	To understand some of the weakness in the national economy system.	NOTE: dent simil probl
E. Problems of Labor		Make that ness
F. International Finance		Imagi any o to bu Outlin pamphl gress contri
		Make a were o

STUDIES

ACTIVITIES

ACTIVITIES

Teacher's
on

Each student should analyze the following two statements as to their validity and produce adequate research to prove his conclusions:

1. "It was the farmer's efficiency, not his inefficiency, which caused many of his economic troubles after World War I."
2. There were "depressed areas" and unemployment during the 1920's when the United States was enjoying prosperity in the fields of industry and business.

me of
the
system.

NOTE: The teacher should help the student see the relationship and the similarities between these problems and problems existing today.

Make a series of newspaper headlines that would tell the history of the business boom of the Twenties.

Imagine yourself public relations man for any one of the industries that helped to build the business boom of the Twenties. Outline the material for an advertising pamphlet in which you indicate the progress made by your industry and its contribution to American life.

Make a list of the reasons that the 1920's were called the "Golden Twenties."

READINGS

A. V. MATERIALS

(L) Shannon, David. The
973 Great Depression.
Sha Prentice-Hall. Engle-
wood Cliffs, N.J. 1960.

(L) Slosson, Preston. The
973.9 Great Crusade and
Slo After, 1914-1928.
New York: Macmillan.
1930.

(L) Mowry. The Twenties:
Fords, Flappers, and
Fanatics.

Filmstrip:

"Woodrow Wilson: Idealism and
American Democracy" Parts I a
II. 973.91(2) SCFS

Transparency

"The Business Cycle" No.
of U.S. History Transparency Se
A-V.

A. V. MATERIALS

TEACHER'S NOTES

on. The
Engle-
J. 1960.

on. The
and
28.
millan.

venties:
s, and

Filmstrip:

"Woodrow Wilson: Idealism and
American Democracy" Parts I and
II. 973.91(2) SCFS

Transparency

"The Business Cycle" No. 68
of U.S. History Transparency Set.
A-V.

CONTENT	CONCEPTS/OBJECTIVES	
III. <u>Capitalism Fails</u>		
A. How the Crash Came		**No. 12: <u>Great</u>
B. Rejection of Capitalism USSR	Proletariat	<u>Report:</u> Wh make to the
War Communism	Nationalization	<u>Report:</u> Us show how ec political a
State Socialism		
Germany	Totalitarian	Have an ill of the busi
National Socialism		
C. The Market Collapses	Terrorism	In committe dustries of Report on r are still s
D. The Collapse of the Economy	Planned economy	
	Business cycle	
IV. <u>America at the End of the Twenties</u>	Over-production	
A. Industry		
B. Agriculture		
C. Foreign Trade		

CONCEPTS/OBJECTIVES

ACTIVITIES

Proletariat

**No. 12: "The Stock Market Crash"
Great Depressions. pp. 116-128.

Report: What response did other nations
make to the world depression?

Internationalization

Report: Using Germany as an example,
show how economic ills can lead to
political and social ills.

Capitalism

Have an illustrated report on the phase
of the business cycle.

Unemployment

In committee, find out which sick in-
dustries of the Twenties are still sick.
Report on reasons why these industries
are still sick.

Planned economy

Business cycle

Over-production

READINGS

A. V. MATERIALS

(C) Capitalism and Other
Economic Systems. Ch.
2, 3. McGraw-Hill.

Film:

"The '29 Boom and '30's Depn
15 minutes

(L) Seidler. Norman Thomas:
Respectable Rebel.

(L) Fleischman. Norman
Thomas. A Biography.

Film:

"Immigration in American's H
tory" 113

(L) Shannon. The Great
Depression.

Transparencies:

"The Business Cycle 1800 - 1
Set No. 68(4) A-V Department
make up.

Filmstrip:

"Business Cycle and Fiscal P
YAF

A. V. MATERIALS

TEACHER'S NOTES

film:
The '29 Boom and '30's Depression"
minutes McGraw

film:
Immigration in American's His-
tory" 113 E.C.

transparencies:
The Business Cycle 1800 - 1964"
t No. 68(4) A-V Department will
take up.

filmstrip:
Business Cycle and Fiscal Policy"

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES
D. Lessons the Nation Learned	
<u>ADJUSTMENTS TO DEPRESSION AND WAR</u> <u>1939-1945</u>	Depression
I. The Years of Anxiety	Measuring depression
A. What was the Great Depression like?	A war economy and a depression economy
U. S.	
Germany	
B. The Impact of War	
U. S.	
Germany	
C. Economic Welfare from 1929 - 1940	
U.S.	
Germany	
D. Origin of Depression	

D. Lessons the Nation Learned

ADJUSTMENTS TO DEPRESSION AND WAR
1939-1945

I. The Years of Anxiety

A. What was the Great Depression like?

U. S.

Germany

B. The Impact of War

U. S.

Germany

C. Economic Welfare from 1929 - 1940

U.S.

Germany

D. Origin of Depression

Depression

Measuring depression

A war economy and a depression economy

**Refer to I
Activities."
American Hist
pp. 69 - 72

**No. 13: "T
the Dep
pressio

**No. 14: "G
During
Depress

**No. 15: "T
Interpr
pp. 150

In committee
find out (a)
Depression or
city and (b)
these effects

AMERICAN STUDIES
 CEPTS/OBJECTIVES

ACTIVITIES

ssion
 ring depression
 r economy and a
 ssion economy

**Refer to III, "Suggested Learning Activities." Economical Forces in American History. Teacher's Guide, pp. 69 - 72

**No. 13: "The Social Consequences of the Depression" Great Depressions. pp. 129-139.

**No. 14: "Government and the Economy During the 1930's." Great Depressions. pp. 140 - 149.

**No. 15: "The Great Depression: An Interpretation" Great Depressions pp. 150 - 158

In committee, as a research project, find out (a) the effects of the Great Depression on your local community or city and (b) what was done to combat these effects.

READINGS

A. V. MATERIALS

Basic Text, Ch. 36 and Book VI,
1930 - 1945 from Economic
Forces in American History

Film:

"Bank Holiday Crisis of 1933"

A. V. MATERIALS

TEACHER'S NOTES

film:

"Bank Holiday Crisis of 1933"

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	AC
E. The Great Depression in Historical Perspective	Responsible government	
F. The Role of the Government	Understand that governmental views change with change in views of the people.	
U. S.		
Germany	General welfare	
Extremism		
Structural weakness	The government and counter-cyclical fiscal policy	
Public attitude		
II. <u>The Hoover Administration 1929 - 1933</u>	Reparation	In what light was similar to or different the U. S. in the
A. Possible Courses of Action	Problems of reparations and war debts frustrated the new democracies and prevented stability in these nations.	How did Germany's problems produced or Depression?
B. The Courses the Government Took		After the beginning to whom did the Government solution to their
C. The Effects of Hoover's Policies	Realize the part economics plays in international relations.	Interview several during the Great for their experience during it. Sum up class.

AMERICAN STUDIES

PTS/OBJECTIVES

ACTIVITIES

ible government

and that govern-
views change with
in views of the

welfare

ernment and
-cyclical fiscal

ion

s of reparations
debts frustrated
democracies and
ed stability in
ations.

the part
cs plays in
tional relations.

In what light was Germany's economy
similar to or different from that of
the U. S. in the 1920's and 1930's?

How did Germany try to solve the prob-
lems produced or made worse by the
Depression?

After the beginning of the Depression,
to whom did the Germans turn for a
solution to their problems?

Interview several persons who were living
during the Great Depression, asking them
for their experiences and observations
during it. Sum up their answers for the
class.

READINGS

A. V. MATERIALS

Meyers: Sources of the American Republic, Vol. 2.
"Technology and Social Inventions" and "Politics of Normalcy"

Refer to Teacher's Manual for basic text, "Reading for Depth," p. 330.

Refer to Teacher's manual for basic text, "Further Reading," p. 348.

Filmstrip:

"Great Depression and the New Deal"
973.9(7) CFS A.V.

A. V. MATERIALS

TEACHER'S NOTES

strip:

eat Depression and the New

9(7) CFS

A.V.

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES
<p>III. <u>The Roosevelt Administration. 1933 - 1945.</u></p> <p>A. The Alternatives</p> <p>B. Government Action</p> <p>C. The Results of Roosevelt's Policies</p>	<p>Franklin D. Roosevelt's election victory in 1932 showed that Americans were dissatisfied with Hoover's conservative governmental policies and wanted the government to take a more active role in solving the nation's problems and in bringing the depression to an end.</p> <p>The emphasis on the farmer</p> <p>Banking</p> <p>Collective bargaining</p> <p>Roosevelt's New Deal policies had profound economic, political, and social results--both at the time they were passed and for the future--and they put the nation on the road to economic recovery.</p> <p><u>Problem:</u> Under the influence of <u>Viewpoints</u></p> <p>Investigat claims of the TVA co as a "yar reasonable sumers by</p> <p><u>Report:</u></p> <p><u>Round Table</u> to represe business, labor, and this probl help the r economy?</p>

AMERICAN STUDIES

TOPICS/OBJECTIVES

ACTIVITIES

D. Roosevelt's victory in 1932
that Americans
satisfied with
conservative
fiscal policies
led the govern-
ment to take a more
active role in solving
the nation's problems and
ending the depression
at an end.

basis on the

economic bargaining

the New Deal
had profound
political,
social results--
the time they
passed and for the
and they put the
on the road to
recovery.

Problem: "Government and the Economy
Under the New Deal: Unwarranted Inter-
ference or Necessary Regulation?"
Viewpoints: USA. pp. 266 - 289

Investigate and report to the class the
claims of public utility companies and
the TVA concerning the value of the TVA
as a "yardstick" to measure the
reasonableness of the price charged con-
sumers by private public power utilities.

Report: "The old economy and the new"

Round Table Discussion: Select students
to represent the various views of
business, organized labor, unorganized
labor, and consumers in 1936, examining
this problem: Did the New Deal really
help the recovery of the American
economy?

READINGS

A. V. MATERIALS

973.9 Allen, F.L. Since All Yesterday. Bantam
(C)

Filmstrip:
"FDR" Guidance Association

(L) New Deal and the American People. Freidel

Transparency:
"Banking and Credit"

(C) Billington. The Making of American Democracy, Vol. 2

Filmstrip:
"F.D.R.: The Years That a Nation" Parts I and II
973.9(5) SCFS

(L) Brogan. Era of F.D.R.; A Chronicle of the New Deal and Global War.

Record:
"I Can Hear It Now. I. 1947"

(C) American Capitalism, Chapter 6

(C) Readings in American History, Vol. 2. "Critics of the New Deal."

Filmstrip:
"New Deal Era" 1933-1944

A. V. MATERIALS

TEACHER'S NOTES

Since
Bantam

Filmstrip:

"FDR" Guidance Associates

the American

Transparency:

"Banking and Credit"

the Making of
Vol. 2

Filmstrip:

"F.D.R.: The Years That Changed
a Nation" Parts I and II.
973.9(5) SCFS A-V

F.D.R.; A
Deal and

Record:

"I Can Hear It Now. I. 1927-
1947"

alism,

erican
Critics of

Filmstrip:

"New Deal Era" 1933-1941. SVE

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES
---------	---------------------

IV. The American Economy in War

A. Wartime Administration of the Economy

Inflation

B. Fiscal Policies During the War

Rationing

C. Reconversion

D. Conclusion

PROBLEMS OF PROSPERITY AND LEADERSHIP
1945

Postwar Economy

I. The Economy at War's End and Since

A. Introduction

B. The Return of Peace

Problems approach

1. S
r
b
2. S
c
p
m
3. E
"I
of
pe
re
4. E
co
do
ch
5. Wh
in

**Refer to
Activit
American
pp. 82

**Problem
an econo
time of
the prob

**Problem
and World
cant chang
economy.
of these

ES IN AMERICAN STUDIES
CONCEPTS/OBJECTIVES

ACTIVITIES

Inflation	<p>Problems for use in problem-solving approach to study the New Deal:</p> <ol style="list-style-type: none"> 1. Should the government ever raise or lower taxes in order to offset business boom and depressions? 2. Should the government be more concerned with measures to promote stability or to promote economic growth? 3. Explain the statement: "Inflation picks the pockets of creditors, savers, and people whose incomes are relatively fixed." 4. Everyone knows that a dollar contains 100 cents. Why then do economists talk about the changing value of the dollar? 5. Why do debtors often welcome inflation?
Rationing	
Postwar Economy	
	<p>**Refer to III, "Suggested Learning Activities," <u>Economic Forces in American History</u>. Teachers Guide, pp. 82 - 85.</p>
	<p>**Problem: Why are the problems of an economy like that of U.S. during time of war almost the opposite of the problems in time of depression?</p>
	<p>**Problem: The period of depression and World War II resulted in significant changes in our economic life and economy. What are the most important of these changes?</p>

READINGS

A. V. MATERIALS

Basic Text (C) Chapters 40,
42, and Book VII, 1945 - from
Economic Forces in American
History.

Film:

"Automatic Machines"
25 minutes

M.I. 5

Bogdikian, Ben. In the Midst of
Plenty: The Poor in America.
Beacon Press, Boston. (pb) New
American Library.

A. V. MATERIALS

TEACHER'S NOTES

Film:

"Automatic Machines"

25 minutes

M.I.T.

Bogdikian, Ben. In the Midst of
Plenty: The Poor in America.

Beacon Press, Boston. (pb) New
American Library.

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	ACT
C. The Economy Today		
II. <u>The Search for Stability and High Employment</u>	To show the effects of technological changes	Student reports General Motors,
A. The Public and Unemployment	To realize how modern science has increased the interdependence of the peoples of the world and need for international cooperation.	In committee, in the progress of fields.
B. The Role of the Government	To see how scientists, doctors, and inventors of all nations have learned better ways to protect life and health.	A class visit to factoring or pro locality would mation about the resulting from a trip is impossib to obtain an inc charge, showing in automation. experience, the the characterist
C. How Stable? How Much Employment?		
D. Some General Conclusions	To realize the extent to which science has affected the way the people of the United States earn a living and how they spend their leisure time.	You might write "The Mighty Atom Mankind." After briefly on the t the class may di be derived from as the dangers a Each student may one exhibit - a or a drawing - d energy. These m classroom display
II. <u>The Farm Problem Again</u>		
A. The Land Made the Nation		

ICAN STUDIES

/OBJECTIVES

ACTIVITIES

the effects of
cal changes

Student reports on Proctor and Gamble,
General Motors, 3M, Howard Hughes.

how modern
s increased
dependence of
s of the world
or international
n.

In committee, investigate and report on
the progress of automation in several
fields.

scientists,
and inventors
ions have
tter ways to
e and health.

A class visit to a large automated manu-
facturing or processing plant in your
locality would provide valuable infor-
mation about the advantages and problems
resulting from automation. If such a
trip is impossible, you might be able
to obtain an industrial film free of
charge, showing the processes involved
in automation. On the basis of this
experience, the students may discuss
the characteristics of automation.

the extent to
nce has
he way the
the United
n a living and
pend their
me.

You might write on the board the phrase
"The Mighty Atom: The Hope and Fear of
Mankind." After a student has reported
briefly on the theory of atomic energy,
the class may discuss the benefits to
be derived from atomic energy, as well
as the dangers and problems which arise.
Each student may be asked to prepare
one exhibit - a model, a chart, a cartoon,
or a drawing - dealing with atomic
energy. These may be arranged as a
classroom display.

READINGS

A. V. MATERIALS

Films:

"Universe of Numbers"
"Universal Machine"
"The Control Revolution"
"Engine at the Door"

Indiana University

Refer to Teachers' Manual for
basic text, "Reading for
Depth" p. 398.

Berle, Jr. The 20th Century
Capitolist Revolution.
Harvest Books

Filmstrip:

"Agriculture: Then and Now"

A. V. MATERIALS

TEACHER'S NOTES

Films:

"Universe of Numbers"
"Universal Machine"
"The Control Revolution"
"Engine at the Door"
Indiana University

for Filmstrip:

"Agriculture: Then and Now"

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	ACT
B. Specialization and Commercialization	To understand that the coming of automation has brought with it problems as well as benefits, a fact true of most scientific advances.	Have the class and other adults, as consider the most in the community world since 1945 compile the answers class. Have the analyze the causes considered most
C. The Birth of the Farm Problem	The farm problem	
D. German Agriculture		1. What seems to farm population number of farms vested, and on farms.
E. Enter, the Government		2. Does it seem farm surplus accumulate? on the chart
F. The Inequities		Look at films for specific evidence
G. Review the Problem		1. Application 2. Production 3. Diversification 4. Effects of 5. Effects of
IV. <u>Economic Growth</u>		
United States		
Germany		

AMERICAN STUDIES

OBJECTIVES

ACTIVITIES

and that the automation has brought with it problems and benefits, a list of most recent advances.

Have the class interview parents and other adults, asking them what they consider the most significant changes in the community, the nation, and the world since 1945. Have a committee compile the answers and report to the class. Have the class then try to analyze the causes of the changes considered most significant.

problem

1. What seems to be the trend in farm population, farm production, number of farms, farm acres harvested, and uses of machinery on farms.
2. Does it seem likely that the farm surplus will continue to accumulate? Base your answers on the charts on pages 830-831.

Look at films from U.S. firms. What specific evidence did you note of:

1. Application of science
2. Production planning
3. Diversification
4. Effects of competition
5. Effects of consumer choices

READINGS

A. V. MATERIALS

Film:

"The Age of Specialization"
13 minutes McGraw-Hill

Film:

"The Challenge" 30 minutes

(L) Hacker. Triumph of American Capitalism

Film:

"Competition and Big Business"
22 min. EBF

Filmstrip:

"American Capitalism: A Flexible and Dynamic System"
330(12) CFS A-V

A. V. MATERIALS

TEACHER'S NOTES

e of Specialization"
tes McGraw-Hill

allenge" 30 minutes

ition and Big Business"
EBF

up:
an Capitalism: A Flexible
am. 6 stem"
ERIC A-V

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	ACTIVITIES
A. What Is Economic Growth?		Consult the charts and pages 834-837. (a) Make a list of the factors that have contributed to American industrial growth. How do you think the introduction of atomic energy will affect growth?
B. The Source of Growth		
C. Economic Growth Since 1945		Study the map on pages 833-837. Then make a list of the factors which have influenced economic development (a) industrial, and commercial area in which you live. Answer against the map on page 833 and the map on page 837.
D. Increasing the Growth Rate		Collect data to prove or disprove the statement that "Mankato is moving toward industrialization."
E. Clarifying Wants and Issues		
V. <u>The U.S. and the International Economy</u>		Do research projects on current consumer protection legislation pending, etc.
A. The Period Between Two Wars		
B. World War II and After		

S IN AMERICAN STUDIES

CONCEPTS/OBJECTIVES

ACTIVITIES

Consult the charts and the map on pages 834-837. (a) Make a list of the factors that have contributed to American industrial growth. (b) How do you think the industrial use of atomic energy will affect economic growth?

Study the map on pages 820-821, and then make a list of the geographic factors which have influenced the economic development (agricultural, industrial, and commercial) of the area in which you live. Check your answer against the map on pages 832-833 and the map on pages 836-837.

Collect data to prove or disclaim the statement that "Mankato is moving toward industrialization."

Do research projects connected with current consumer protection needs, legislation pending, etc.

READINGS

A. V. MATERIALS

- (C) Business Enterprises in the American Economy
"Problems of an Industrial Society" pp. 85 - 99 and understand terms on pp. 99, 100.

Editors of the Wall Street Journal. New Millionaires and How They Made Their Fortunes. Macmillan

Film:

"The Land" 2 - 54 minutes
 McGraw-Hill

- (C) American Capitalism
"Appraising the American Economy" pp. 77-99

Film:

"The Man Who Changed the World"
 10 minutes. Teaching Film Custodian

Filmstrips:

"New Inventions and Industrial Development"
 608(10) CFS A-V

"New Processes Aid Industrial Development"
 609 CFS A-V

A. V. MATERIALS

TEACHER'S NOTES

Film:

"The Land" 2 - 54 minutes
McGraw-Hill

Film:

"The Man Who Changed the World"
10 minutes. Teaching Film Custodian

Filmstrips:

"New Inventions and Industrial
Development"
608(10) CFS A-V

"New Processes Aid Industrial
Development"
CFS A-V

UNIT I: SOCIAL AND ECONOMIC FORCES IN AMERICAN STUDIES

CONTENT	CONCEPTS/OBJECTIVES	ACTIVITIES
VI. <u>Epilogue: The Issues for Today and Tomorrow</u>	Role of the government	Student reports - 1 Manual for basic te Depth" p. 398.
A. The Government Was Always There		
B. Some Unresolved Issues	Appreciate progress that has been made toward protection of the consumer.	
C. The Major Issues		

AMERICAN STUDIES

PTS/OBJECTIVES

ACTIVITIES

the government

Student reports - refer to Teacher's Manual for basic text, "Reading for Depth" p. 398.

late progress that
en made toward
tion of the con-

READINGS

A. V. MATERIALS

TEACHER'S NOTES

Filmstrips:

"Natural Resources and Industrial
Development"
338(2) CFS A-V

"Magic of Mass Production"
330 FS A-V

"Labor Problems and New Areas of
Industry"
331 CFS A-V

REFORM MOVEMENTS

Unit II

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS, OBJECTIVES	
I. <u>Early Reform Movements:</u> <u>Post Civil War - 1900</u>	Understand that man has the right and the responsibility to govern himself and improve himself.	Make a and TV public is need
A. Problem Areas		--pre of wor jac lis art --eva
1. Big business	Recognize that change creates problems and that every generation is faced with changes accompanied by new problems.	Let comm industri steel, r tion, an
2. Government	Muckraker	
Scandal in govern- ment	To assess the extent to which reformers may have succeeded or failed to bridge the gap between democratic ideals and the processes by which they operate.	A commit tion of following Manual,
Rule by minority in United States Senate		**A two dividual various in Americ Peace Cru the New I wherever writings or below level.
3. Farmers		**No. 8: Pol Pol pp.
Victimized by monopoly	The politics of the 1880's and 1890's was characterized by the rise of various reform and protest movements that advocated political and economic reforms.	
Victimized by his own productivity		

CONCEPTS/OBJECTIVES

ACTIVITIES

Understand that man has the right and the responsibility to govern himself and improve himself.

Recognize that change creates problems and that every generation is faced with changes accompanied by new problems.

Muckraker

To assess the extent to which reformers may have succeeded or failed to bridge the gap between democratic ideals and the processes by which they operate.

The politics of the 1880's and 1890's was characterized by the rise of various reform and protest movements that advocated political and economic reforms.

Make a list of today's writers and radio and TV commentators who are drawing public attention to areas where reform is needed.

--prepare bulletin board exhibit of examples of the way they work. e.g., headlines, book jackets, radio and TV program listings, clippings from articles, editorial comments.

--evaluate the methods they use.

Let committees study the rise of different industries during this period; oil, steel, rubber, automobiles, transportation, and communication.

A committee can report on the contribution of the muckrakers, based on the following readings: Refer to Teachers' Manual, "Muckrakers," p. 284.

**A two week experimental unit of individual lessons which concentrate on various types of reform and reformers in America from Abolitionism and the Peace Crusade to the Suffragettes and the New Deal. The reading makes use wherever possible of the reformers own writings, and is generally at average or below average high school reading level.

**No. 8: "William Marcy Tweed: Political Boss"
Political Leadership in America.
pp. 87-95. Scott-Foresman

READINGS

A. V. MATERIALS

Basic Text, chapters 24, 26.

Filmstrip:

323.2 Goldman, Eric F.
Go Rondezvous With Destiny
Vintage. (A perceptive
description of modern
American Reform move-
ments.) Knopf, 1952.

"Political and Social Ref
1870-1916"

(C) Rise of the American
Nation. "The Trusts"
Readings, pp. 202-210.
Vol. II, 1968.

Record:

"Captains of Industry"

973.8 Faulkner, Harold.
Fau Politics, Reform and
Expansion, 1890-1900.
Harper, 1959

973.91 Hofstadter, Richard.
(C) The Age of Reform:
From Bryan to FDR.
Knopf, 1955.

329 Weinberg, A.M. and Lila.
Wei The Muckrakers, 1902-1912.
(C) Capricorn Books, 1964.

(L) Josephson. The Robber
Barons.

Film:

"The Tiger's Tail"

(C) Rise of the American
Nation. Vol. II., 1968.
"The Issue of Political
Corruption" Readings,
pp. 241-245.

(C) Winds of Change: Re-
formers and Reforms in
America. Boston: D.C.
Heath and Company.

A. V. MATERIALS

TEACHER'S NOTES

26.	<u>Filmstrip:</u> "Political and Social Reform, 1870-1916" SVE
stiny otive ern re- 2.	
" 0.	<u>Record:</u> "Captains of Industry"
d 0. d.	
Lila. 2-1912. 54.	
ber	<u>Film:</u> "The Tiger's Tail"
968. cal s,	
- in .C.	

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
Lack of cohesion	Understand that as citizen of a democracy, all must obey the laws and use only lawful means to correct injustices.	Write an invisible Ring, or
4. Social problems		Using Cha
B. Attempted Solutions	Recognize that freedom of inquiry, speech, and press is important.	1. Consu answe What agric colon Compa in tr and m would gress time?
1. Government regulation of trusts	Farmers formed a number of organizations to improve their situations.	2. Refer in an Compa 1850 incre size (d) What the c
2. Political reform	The government did little to help the farmers.	
a. President Hayes	Regulation	
b. Civil-Service reform		Read any Then writ reasons w commend t
c. President Cleveland		Make a cha you indic their nam muckrakin sought to to correc
d. Reed's Rules		

CONCEPTS/OBJECTIVES

ACTIVITIES

Understand that as citizen of a democracy, all must obey the laws and use only lawful means to correct injustices.

Recognize that freedom of inquiry, speech, and press is important.

Farmers formed a number of organizations to improve their situations.

The government did little to help the farmers.

Regulation

Write an editorial attacking (a) invisible government, (b) the Tweed Ring, or (c) the apathy of voters.

Using Charts:

1. Consult chart 1 on pp. 834-835 in answering these questions: (a) What major advances in American agriculture were made between colonial times and 1900? (b) Compare these with the advances in transportation, communication, and manufacturing. (c) How would you explain the slower progress in agriculture at this same time?
2. Refer to charts 5 and 6 on p. 831 in answering the following: (a) Compare the number of farms in 1850 and 1900. (b) Explain the increase. (c) Compare the average size of farms in 1850 and 1900. (d) Explain the decrease. (e) What connection is there between the charts?

Read any muckraking book of this period. Then write a review, giving specific reasons why you would or would not recommend the book to others.

Make a chart on the muckrakers in which you indicate in parallel columns (a) their names, (b) the names of their muckraking books, (c) the evils they sought to expose, and (d) your proposals to correct such evils.

READINGS

A. V. MATERIALS

- (L) American History Illustrated. October, 1967. "Thomas Nast, Pioneering Cartoonist" p. 50.
- (C) The Proud Tower.
909.82 Tuchman, B.H.
Tuc
- (L) Salutos. Farmer Movements in the South 1865-1933.
- (C) Readings in American History - A Sense of the Past. No. 24. Macmillan.
- (C) Rise of the American Nation. Vol. II, 1968. "The Farmer in Troubled Times" Readings, pp. 225-232.
- 301 Swados. Years of Con-
Swa science. The Muckrakers.
World Publishing Company.
- (L) Sinclair, Upton. The Jungle. New American Library. Signet.
- (C) Rise of the American Nation. Vol. II, 1968. Readings - "The Possibility of Reform" and "The Reform Movement" pp. 345-359.
- (C) New Perspectives in American History. "The Progressive Movement: Traditional Reform" Macmillan.

Transparency No. 23. (Shows population growth and shift to urban living.)

Transparency No. 56. "Decline of Agricultural Population and Urban Growth"

A. V. MATERIALS

TEACHER'S NOTES

Transparency No. 23. (Shows population growth and shift to urban living.)

Transparency No. 56. "Decline of Agricultural Population and Urban Growth"

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES
3. Formation of farm organizations	Imagine the nineteenth century report to the nation facing the report to be hurdle
a. Grange movement	Using charts answer the
b. Farmer alliances	(a) E
c. Greenbacks	(b) I
d. Bland-Allison Act	(c) S
e. Populists	Trace his up until chart be 3rd Party Candidate
4. Reformers and social workers	Appreciate contributions of individuals and groups who have worked to improve our country.
5. Welfare capitalism	Develop skills of critical analysis.

To a comm
as the G
published
(b) an ad
or (d) a

CONCEPTS/OBJECTIVES

ACTIVITIES

Imagine yourself mayor of a late nineteenth century American city. Write a report to the citizens on your suggestions for solving each of the problems facing your city. Indicate in your report the obstacles that will have to be hurdled in realizing your aims.

Using charts 6 and 8 on pp. 826-827, answer the following:

- (a) How did average life expectancy change between 1790 and 1900?
- (b) Explain the reasons for this change.
- (c) Summarize the shift from rural to urban population during the period 1790-1900 and explain why this shift took place.

Trace history of Third Party Movement up until the last election by means of chart below:

3rd Party Candidate	Objectives	Basic Issues	Effect on Major Parties' Election	Accomplishment

Appreciate contributions of individuals and groups who have worked to improve our country.

To a committee - compose a newspaper such as the Grange or the Populists might have published. Contribute (a) an editorial, (b) an advertisement, (c) a news article, or (d) a cartoon.

Develop skills of critical analysis.

READINGS

A. V. MATERIALS

- (L) Nevins. Century of Political Cartoons.
- (L) Faulkner. Politics, Reform, and Expansion, 1890-1900.
- (L) Buck. The Agrarian Crusade.

Hasseltine, William B.
Third Party Movements in the United States.
 Anvil, 1962.

Refer to Teacher's Manual of basic text for suggested readings. "Progressivism" p. 284.

- (C) A Sense of the Past.
"The Grange Meetings"
 p. 304.

- (C) Living American Documents.
"The Populist Party Platform" Harcourt-Brace.

329 Hicks: Populist Revolt.
 Hic U of Nebraska Press, 1961.

Record:

Jane Addams of Hull House.
 National Association of
 Secondary School Principals.

A. V. MATERIALS

TEACHER'S NOTES

Record:

Jane Addams of Hull House.
National Association of
Secondary School Principals.

UNIT II: REFORM MOVEMENTS

CONCEPT	CONCEPTS/OBJECTIVES	
		<p>For a compo vestigate (I Ignatius Do (d) "Pitchf "Bloody Bri "Sockless J should indi differences especially Populist Mo</p>
<p>II. <u>Progressive Movement</u></p>	<p>The progressive movement was a large-scale attack on the abuses that industrialization had brought about.</p> <p>Mass support for the progressives was due in part to the work of crusading "muckrakers."</p> <p>Progressives instituted political reforms at the local, state, and national levels of government.</p>	<p>Investigate the following governors: Jones, (b) lock, (d) S LaFollette, Albert B. C Hughes, (i) William Sim progressive report indic (2) the obs the extent aims.</p> <p><u>Report:</u> On achieved due Chancellor.</p> <p>After study social and nineteenth c how your stu Use picture sources as p</p> <p>**No. 6: "Reform Problem pp. 50</p>

OBJECTIVES

ACTIVITIES

For a composite committee report, investigate (a) Mary Ellen Lease, (b) Ignatius Donnelly, (c) James B. Weaver, (d) "Pitchfork Ben" Tillman, (e) "Bloody Bridles" Waite, and (f) "Sockless Jerry" Simpson. The report should indicate similarities and differences in their careers and ideas, especially as these pertain to the Populist Movement.

Investigate the career of any one of the following progressive mayors or governors: (a) Samuel M. "Golden Rule" Jones, (b) Tom Johnson, (c) Brand Whitlock, (d) Seth Low, (e) Robert M. LaFollette, (f) Hiram S. Johnson, (g) Albert B. Cummins, (h) Charles Evans Hughes, (i) "Alfalfa Bill" Murray, (j) William Simon U'Ren, or (k) any other progressive mayor or governor. In your report indicate (1) the man's aims, (2) the obstacles he faced, and (3) the extent of his achievement of his aims.

Report: On the social welfare measures achieved during Bismarck's era as Chancellor.

After studying illustrative material on social and cultural life of the late nineteenth century, write a report on how your study illuminates the period. Use picture books and as many other sources as possible.

****No. 6: "Why Progressivism?"**

Reform in America. Scott-Foresman Problems in American History, pp. 59- 72.

READINGS

A. V. MATERIALS

Ware, Louise. Jacob H. Riis: Police Reporter, Reformer, Useful Citizen. Appleton, Century, 1938.

- (C) Reinfeld, Fred. The Great Dissenters. Crowell, 1959.

Basic Text: Chapters 27, 28, and 29.

- (C) Panorama of the Past Vol. II, Ch. II. Houghton-Mifflin.

- (C) The Human Adventure. Vol. II. p. 17.
"The Chartists Present a Petition." p. 20 "The Objects and Methods of the Fabian Society." p. 22
"The Improvement in the Conditions of the British Working Class."

- (L) Faulkner. The Quest for Social Justice, 1898-1914.

973 Hofstadter, Richard.
Hof The Progressive Movements, 1900-1915. Prentice-Hall.

331.83 Riis, Jacob. How the Riis Other Half Lives.

Transparency:

"Progressive Era, 1890-1915"
No. 61 of U.S. History Transparency Set. (H.S.)

A. V. MATERIALS

TEACHER'S NOTES

Transparency:

"Progressive Era, 1890-1915"
No. 61 of U.S. History Trans-
parency Set. (H.S.)

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES
A. <u>T. Roosevelt</u> <u>Square Deal Reforms</u>	Slum-clearance programs, the establishment of settlement houses and playgrounds, and the temperance movement emphasized the progressives' concern for social and moral welfare.
1. Business	Presidents Roosevelt, Taft, and Wilson all supported reform legislation.
2. Cities	
3. Government	
4. Farmers	
5. Conservation	

After reading Other Half to the class, most tragic in a big way.

****No. 8:**
Reform

Committee President Theodore Roosevelt

--What of the U.S.?

--Why was it so bad?

--State people

****No. 9:**
Reform

Committee Report on areas where government reform is needed. The report is full of the reasons why it is so bad, and what can be made for improvement of government.

Report: Local areas of reform, members, terms

CONCEPTS/OBJECTIVES

ACTIVITIES

Slum-clearance programs, the establishment of settlement houses and playgrounds, and the temperance movement emphasized the progressives' concern for social and moral welfare.

Presidents Roosevelt, Taft, and Wilson all supported reform legislation.

After reading all or part of How the Other Half Lives by Jacob Riis, report to the class on what you consider the most tragic aspects of tenement life in a big city.

****No. 8: "Restraining the Trusts"**
Reform in America, pp. 84 - 95.

Committee report on leadership of President Theodore Roosevelt.

--What seemed to be his concept of leadership as President of the U.S.?

--Why was he controversial?

--Statements about him by famous people of his period.

****No. 9: "Aiding the Unprotected"**
Reform in America. pp. 96 - 108.

Committee Research Project: Investigate areas where the various types of city government have been tried. The committee report should sum up how successful the form of government has been, reasons why some cities have given it up, and what recommendations have been made for improving each type of city government.

Report: Local city government structure, areas of responsibility, current issues, members, terms.

READINGS

A. V. MATERIALS

- (C) Abraams, Richard. The Issue of Federal Regulation in the Progressive Era. Rand-McNally. 1963.

Green, Constance. American Cities in the Growth of the Nation. Colophon.

- (C) Steffens, Lincoln. The Shame of the Cities. American Century.

- (C) Roehm, Wesley A. The Status Revolution and the Progressive Movement. Heath, 1965.

Refer to teacher's manual of basic text for suggested readings, p. 286.

- (C) Living American Documents "...The New Nationalism" Harcourt-Brace.

Lowitt, Richard. George W. Norris: The Making of a Progressive, 1861-1912. Syracuse U Press.

- (L) American History Illustrated. December, 1967. "Theodore Roosevelt: Conservationist" p. 36.

- (L) Howland. Theodore Roosevelt and His Times.

- (C) Rise of the American Nation. Vol. II. 1968. Readings, "Conservation of Natural Resources" pp. 360-364.

Film:

"The Life and Times of Teddy Roosevelt" McGraw-Hill

Transparencies:

"The Progressive Era, 1900-1912" No. 61(2)

A. V. Dept. will make up.

A. V. MATERIALS

TEACHER'S NOTES

Film:

"The Life and Times of Teddy
Roosevelt" McGraw-Hill

Transparencies:

"The Progressive Era, 1900-1915"
No. 61(2)

A. V. Dept. will make up.

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES
B. Taft Reforms	**No. 10 Re
1. Business	A round the top busting America
2. Government	Select to pres Theodor the pre
3. Conservation	Have st Reserve 1. 2. 3. 4. Let a co signed The comm ness of Check th Meat Ins Drug Act class.

CONCEPTS/OBJECTIVES

ACTIVITIES

****No. 7: "Attacks on Political Evils"**
Reform in America. pp. 73-83.

A round table discussion may be held on the topic, "The Effectiveness of Trust-busting in Preserving Competition in American Industry."

Select a committee of five "reporters" to present and lead the discussion on Theodore Roosevelt the man, the soldier, the president, the author, the hunter.

Have students do research on the Federal Reserve System on the following:

1. Structure of the system
2. Powers and duties of system
3. Methods of operation
4. How does this differ from previous systems?

Let a committee study the federal laws designed to regulate the railroad industry. The committee should evaluate the effectiveness of this legislation.

Check the story behind the passage of the Meat Inspection Act and the Pure Food and Drug Act. Report your findings to the class.

****No. 10: "Progressivism: An Evaluation"**
Reform in America. pp. 109-120.

READINGS

A. V. MATERIALS

(L) Ginger. Age of Excess;
the U.S. from 1877-1914.

N Filmstrips:

"More Wild Life Through Soil and
Water Conservation"
333.7(2)FS (H.S.)

"Natural Resources and Indus-
trial Development"
338.2 CFS (H.S.)

A. V. MATERIALS

TEACHER'S NOTES

Filmstrips:

"More Wild Life Through Soil and
Water Conservation"
333.7(2)FS (H.S.)

"Natural Resources and Indus-
trial Development"
338.2 CFS (H.S.)

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
C. Wilson, "New Freedom" Reforms	Recognize that progress is often accomplished by a series of slow, small, steps.	Study the role of the role as (a) Theodore (c) Wilson. cartoon based report on the cartoons studied
1. Business and banking		<u>The Income</u>
2. Farmers		(a) Brief of to
3. Government		(b) What federal in Civil these were unco
a. Income tax		(c) What in prov decl
		(d) Why list inco
		(e) When fina prov
		(f) What reve tax
		Have student
		<u>National</u>

CONCEPTS/OBJECTIVES

ACTIVITIES

Recognize that progress is often accomplished by a series of slow, small, steps.

Study the cartoons in various books on the role as a progressive of President (a) Theodore Roosevelt, (b) Taft, or (c) Wilson. Either draw your own cartoon based upon this study or write a report on the significance of the cartoons studied.

The Income Tax:

- (a) Briefly summarize the history of the income tax from 1800 up to the Civil War.
- (b) What revenue measures did the federal government pass in 1861 in order to help finance the Civil War? How successful were these measures? When and why were they financially declared unconstitutional?
- (c) What new revenue act was passed in 1894? What were its major provisions? Why was it later declared unconstitutional?
- (d) Why did such groups as the Populists demand a graduated federal income tax?
- (e) When was the Sixteenth Amendment finally passed? What did it provide?
- (f) What proportion of the federal revenue comes from the income tax today?

Have students fill out chart:

Progressive Reforms

National	State	Local

READINGS

A. V. MATERIALS

(C) Rozwenc, Edwin C.
Roosevelt, Wilson, and
the Trusts.

Refer to teacher's manual
 basic text for suggested
 readings, p. 294.

Filmstrip:

"Woodrow Wilson: Idealism and
 American Democracy" Parts I and
 II. 973.91(1) SCFS
 973.91(2) SCFS (H.S.)

"New Freedom and World War I"
 973.9(5) CFS (H.S.)

A. V. MATERIALS

TEACHER'S NOTES

Filmstrip:

"Woodrow Wilson: Idealism and American Democracy" Parts I and

II. 973.91(1) SCFS
973.91(2) SCFS (H.S.)

"New Freedom and World War I"
973.9(5) CFS (H.S.)

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES
<p>b. Prohibition</p>	<p>Prohibition</p>

St
Fr

Th
ha
ha
th
pl

The

The

CONCEPTS/OBJECTIVES

ACTIVITIES

Prohibition

Students could report on Wilson's "New Freedom" Program.

Theodore Roosevelt and Woodrow Wilson have been labeled liberals while Taft has been called a conservative. Check this generalization against the accomplishments of each of the presidents.

The Prohibition Movement

- (a) The Early Temperance Crusade
- (b) Post-Civil War Revival
- (c) The Anti-Saloon League
- (d) The Prohibition Amendment

The long campaign to prohibit the manufacture and use of intoxicating liquors for beverage purposes might be explored in this study.

The Prohibition Movement

- (a) When was the Prohibition Party founded? What was its primary objective? What other measures did it advocate? Where did it receive its strongest support during the 1870's?
- (b) When and why was the Woman's Christian Temperance Union founded? Who was its foremost leader?
- (c) Describe the objectives of the W.C.T.U.

READINGS

A. V. MATERIALS

TEACHER'S NOTES

American History Illustrated. February, 1968.
 "Carry Nation - Saloons'
 Nemesis" p. 13

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES
	<p><u>The Prohibition</u></p> <p>(a) When, Anti-</p> <p>(b) What, Anti- hope</p> <p>(c) Description and for League found</p> <p>Have students</p> <p>a. The ad Eighte</p> <p>b. The Bo D.C.</p> <p>c. The Tea</p>
<p>III. <u>Post-World War I America</u></p> <p>A. Reforms in the 20's</p>	<p>Harding's administration was characterized by scandals and by weak political leadership. At the same time, the nation seemed little interested in reform or in liberties guaranteed by the Constitution.</p> <p>President Coolidge frowned upon governmental action.</p> <p>Rapid changes took place in American industry and life generally.</p> <p>**Problem: Re lead to greater prohibition ga serious curren</p> <p>**No. 10: "Th Brown an Research History.</p> <p>**No. 12: "Ro surgent <u>Leadersh</u> 132.</p> <p>**No. 13: "Hu Political <u>ship in</u></p>

CONCEPTS/OBJECTIVES

ACTIVITIES

The Prohibition Movement

- (a) When, where, and by whom was the Anti-Saloon League founded?
- (b) What were the major aims of the Anti-Saloon League? How did it hope to achieve these aims?
- (c) Describe briefly the successes and failures of the Anti-Saloon League from the time of its founding up to 1919.

Have students report on the following:

- a. The adoption and repeal of the Eighteenth Amendment
- b. The Bonus Army march on Washington, D.C.
- c. The Teapot Dome scandal.

Harding's administration was characterized by scandals and by weak political leadership. At the same time, the nation seemed little interested in reform or in liberties guaranteed by the Constitution.

President Coolidge frowned upon governmental action.

Rapid changes took place in American industry and life generally.

****Problem:** Reform attempts occasionally lead to greater social ills. Show how prohibition gave rise to one of our most serious current problems.

****No. 10:** "The Fight Against Alcohol" Brown and Brown. Let's Find Out. Research Assignments in American History. Scribner. pp. 35-36.

****No. 12:** "Robert M. LaFollette: Insurgent in Politics" Political Leadership in America. pp. 124-132.

****No. 13:** "Huey P. Long: Agitator or Politician?" Political Leadership in America. pp. 133-143.

READINGS

A. V. MATERIALS

(L) Rollins. Woodrow Wilson and the New America.

Basic text. Chapters 33, 35, 36, 37 and read "The Weimar Republic"

Rozwenc, Edwin C. The 1920's Rhetoric or Reality? 1964.

(L) American History Illustrated. January, 1968. "Coolidge and the Teapot Dome Mess" p. 14.

(L) Allen. The Big Change; American Transforms Itself 1900-1950.

Film:

"The Women Get the Vote. 27 minutes. McGraw-Hill

A. V. MATERIALS

TEACHER'S NOTES

m:
e Women Get the Vote.
minutes. McGraw-Hill

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
1. Scandals in Harding's administration	The Great Depression came as a shock to most Americans.	In committee clubs in y members an asking suc be gone to tive as a suggestion people wis Pool and e
2. Return to normalcy	The depression was caused by fundamental economic problems which had remained unsolved for too long.	Compare th of the 190 gressives tent have American l
3. Hoover's laissez-faire theory	Public morality	Let a comm scandals c administra consider (treatment lesson lea
4. Social changes in the 20's	Corruption	Interview during the them to de of the per their answ
5. Business prosperity and agricultural depression in the 1920's.	To show the effect of World War I on the ideals of Americans.	Have a bul 1920's. I sports her houses, ne etc.
	Laissez faire	For a com Golden Tw several h
	To show why many Americans wanted to go back to conditions as they were before World War I	
	To understand the changing ideals and values in our society.	

CONCEPTS/OBJECTIVES

ACTIVITIES

the Great Depression came as a shock to most Americans.

The depression was caused by fundamental economic problems which had remained unsolved for too long.

Public morality

Corruption

To show the effect of World War I on the ideals of Americans.

Laissez faire

To show why many Americans wanted to go back to conditions as they were before World War I

To understand the changing ideals and values in our society.

In committee, visit various political clubs in your community. Interview members and, if possible, officers, asking such questions as, "What can be done to make politics more attractive as a profession?" and "What suggestions would you offer to young people wishing to enter politics?" Pool and evaluate the answers.

Compare the program of the Progressives of the 1900's with that of the Progressives of the 1920's. To what extent have these parties influenced American life?

Let a committee compare the corruption scandals of the Grant and Harding administrations. The committee should consider (a) reasons for graft (b) treatment of accused persons, and (c) lesson learned.

Interview three persons who were living during the Twenties, asking each of them to describe his or her memories of the period. Compile and compare their answers.

Have a bulletin board display on the 1920's. Include: styles, song hits, sports heroes, cars, appliances, houses, newspapers, movies, books, etc.

For a committee-made mural on the Golden Twenties submit sketches of several highlights.

READINGS

A. V. MATERIALS

- (C) Rise of the American Nation. Vol. II, 1968. Readings - "Problems of the 1920's" pp. 535-547

Reading for Depth.
Suggested Readings in Teacher's Manual. p. 329

- (C) Sinclair, Andrew. Era of Excess: A Social History of the Prohibition Movement. Colophon.

- 973.91 Leuchtenburg, William Le E. The Perils of Prosperity: 1914-1932. U (C) of Chicago Press, 1958.

- 973.91 Galbraith, Kenneth. GA The Great Crash, 1929. (L) 2nd Ed. Houghton, 1961.

- 973 Sha Shannon, David. The Great Depression. Prentice-Hall, 1960.

Reading for Depth.
Suggested readings in Teacher's Manual, p. 330.

New Dimensions in American History. Responses to Economic Collapse: The Great Depression of the 1930's. Merrill and Halsey.

Film:

"The Golden Twenties" 2 parts
67 minutes McGraw-Hill

Filmstrip:

"Prosperity and Depression"

Film:

"Boom and '30's Depression"
14 min. McGraw-Hill

A. V. MATERIALS

TEACHER'S NOTES

Film:

"The Golden Twenties" 2 parts
7 minutes McGraw-Hill

Filmstrip:

"Prosperity and Depression"

Film:

"Boom and '30's Depression"
4 min. McGraw-Hill

IIπ REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
B. The Depression	To understand why crime increased.	Possible 1. The 2. Sc the rea
1. Characteristics	Women were beginning to receive more freedom and rights.	Report:
2. Causes	Falling farm prices	Have an ill the busine
3. Effects	Inflation	**No. 11: Refo
4. Hoover's administration response to depression	Over-speculation	Report: E and his go of whether
	Technology	Under what be willing political f exchange f
	Mechanization	Report: "C I
	Depression	**No. 12: versu Ameri
	Stock market crash	
	Business cycle	
	The collapse of the stock market marked the beginning of the worst economic depression the American people have ever known.	
	Weaknesses in the nation's economic system.	

144

CONCEPTS/OBJECTIVES

ACTIVITIES

understand why crime
increased.

men were beginning to
receive more freedom
of rights.

falling farm prices

inflation

over-speculation

technology

mechanization

depression

stock market crash

business cycle

the collapse of the
stock market marked the
beginning of the worst
economic depression the
American people have ever
known.

weaknesses in the
American economic system.

Possible Reports:

1. The effects of Prohibition.
2. Scandals that developed during the 1920's and analyze public reaction.

Report: "Principal Causes of the
Great Depression"

Have an illustrated report on phases of
the business cycle.

****No. 11:** "The Impact of the Depression
Reform in America. pp. 121, 132.

Report: Evaluate Hoover's philosophy
and his governmental actions in terms
of whether or not they were consistent.

Under what circumstances might persons
be willing to give up some degree of
political freedom and independence in
exchange for economic security?

Report: "Communist Party of USA in
1930's."

****No. 12:** "Clash of Ideas: Roosevelt
versus Hoover" Reform in
America. pp. 133-140.

READINGS

A. V. MATERIALS

(C) Brown and Brown. Im-
pressions of America.
Vol. 2. Sections 2 and
3. Harcourt Brace.

(L) Wecter. Age of the Great
Depression, 1929-1941.

(C) A Sense of the Past.
No. 28, "Crash" p. 418
Macmillan.

(C) Rise of the American
Nation. Vol. II, 1938.
Readings, "Economic
Collapse and Prospects
for Recovery"

Steinbeck. Grapes of
Wrath.

(L) The Shameful Years

See U.S. Department of
Documents Catalog in
library.

"The 1930's Air Power"
Series Air Force

"Life in the 1930's"
NBC Project 20 I and
U of Minn. II

Filmstrip:

"Great Depression and the New
Deal" 973.9(7) CFS
(H.S.)

A. V. MATERIALS

TEACHER'S NOTES

own. Im-
America.
tions 2 and
Brace.

of the Great
1929-1941.

the Past.
sh" p. 418

American
II, 1938.
conomic
Prospects

Grapes of

Years

artment of
atalog in

"The 1930's Air Power"
Series Air Force

"Life in the 1930's"
NBC Project 20 I and
U of Minn. II

Filmstrip:
"Great Depression and the New
Deal" 973.9(7) CFS
(H.S.)

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
	<p>The stock market crash came as a great shock to the majority of Americans.</p> <p>Hoover and many economists believed the depression came chiefly because industry failed to pass the benefits of its improvements to the customer.</p> <p>Hoover and Congress took more drastic action than they had been willing to take before.</p> <p>There were some signs of unrest and even revolt.</p>	
<p>IV. <u>The New Deal</u></p>	<p>Understanding the flexibility of the U.S. Constitution</p> <p>To understand that the responsibilities of the government were greatly increased under the New Deal.</p> <p>To realize that the United States coped with the serious problems of the depression without sacrificing its fundamental democratic institutions.</p> <p>To understand the depth of feeling aroused by the New Deal among its supporters and opponents.</p>	<p>**No. 13: "The Refo 153.</p> <p>Case Study: "T 9</p> <p>Use the following various New Dea</p> <p><u>New</u></p> <p>Problems</p>

CONCEPTS/OBJECTIVES

ACTIVITIES

The stock market crash came as a great shock to the majority of Americans.

Hoover and many economists believed the depression came chiefly because industry failed to pass the benefits of its improvements to the customer.

Hoover and Congress took more drastic action than they had been willing to take before.

There were some signs of unrest and even revolt.

Understanding the flexibility of the U.S. Constitution

****No. 13:** "The First New Deal"
Reform in America, pp. 141-153.

To understand that the responsibilities of the government were greatly increased under the New Deal.

Case Study: "The New Deal and the Role of Government"

Use the following chart to organize the various New Deal reforms:

New Deal Activities

Problems

Reform Measures

To realize that the United States coped with the serious problems of the depression without sacrificing its fundamental democratic institutions.

To understand the depth of feeling aroused by the New Deal among its supporters and opponents.

READINGS

A. V. MATERIALS

(L) Brogan. Era of F.D.R.: A Chronicle of the New Deal and Global War.

Davis, Wallace. The New Deal Interpretations.
New York: Macmillan.

(C) Eames, E.A. Case Studies in American History.
p. 77. Educator's Publishing Service.

(C) Morgan, H. Wayne.
335 American Socialism, 1900-
McR 1906. Prentice-Hall,
1964.

(L) Freidel. New Deal and the American People.
(Eyewitness accounts)
Prentice-Hall, 1964.

(C) Rise of the American Nation. Vol. II, 1968.
Readings, "Evaluation of F.D.R. and the New Deal"
pp. 563-568

973 The New Deal and the
Fre American People.
Freidel, F., ed.
"Excitement of the 100 Days"
"Relief...."
"Great Drive Toward Recovery"
"Growing Emphasis Upon Reform"
"Businessmen View..."
"Turbulent Second Four Years"
"The New Deal at the Polls"
Prentice Hall. 1964.

Filmstrip:

"F.D.R.: The Years That Changed a Nation" Parts I and II
973.9(4) SCFS (H.S.)
973.9(5) SCFS

Transparency:

"The New Deal"
No. 70 of U.S. History Transparency Set (H.S.)

Transparency No. 4:

"Banking and Credit"

A. V. MATERIALS

TEACHER'S NOTES

Strip:

D.R.: The Years That Changed
Nation" Parts I and II
5.9(4) SCFS (H.S.)
5.9(5) SCFS

Transparency:

the New Deal"
70 of U.S. History Trans-
parency Set (H.S.)

Transparency No. 4:

Banking and Credit"

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
<p>A. Reform</p> <p>1. FDIC</p> <p>2. FFB</p> <p>3. SEC</p> <p>4. Social Security</p>	<p>To understand the methods and laws used by the Roosevelt administration to bring about reform.</p> <p>.</p>	<p>From Docu edited by Supreme C Deal days the case, decision reasoning tions.</p> <p><u>**Problem</u></p> <p>Interview Deal proje to the cla</p> <p><u>Suggested</u> Bowl, Haro</p> <p><u>**No. 8:</u></p> <p>Hold a deb turning th over to pr</p>

CONCEPTS/OBJECTIVES

ACTIVITIES

To understand the methods and laws used by the Roosevelt administration to bring about reform.

From Documents of American History, edited by H.S. Commager, select any Supreme Court decision rendered in New Deal days. Report on (a) the facts of the case, (b) the reasoning in the decision and (c) your opinion of this reasoning, plus (d) today's implications.

****Problem:** Government and the economy under the New Deal: Unwarranted interference or necessary regulation?

Viewpoints, U.S.A.
p. 266-287.

Interview persons who worked on any New Deal project. Report their experiences to the class.

Suggested research topic: "The Dust Bowl, Hard Years for the Farmers."

****No. 8:** "TVA: Public Planning and Private Enterprise"
Ideas in Conflict
Scott-Foresman pp. 112-127

Hold a debate on the advisability of turning the Tennessee Valley Authority over to private owners.

READINGS

A. V. MATERIALS

(C) A Sense of the Past
 No. 29. "The New Deal"
 p. 427

Refer to teacher's manual
 of basic text for sug-
 gested readings, p. 348.

Film:

"Dust Bowl" 26 minutes
 McGraw-Hill

Film:

"Life in the 30's"
 McGraw-Hill

Filmstrip:

"FDR" Guidance Associates

A. V. MATERIALS

TEACHER'S NOTES

Film:

"Dust Bowl" 26 minutes
McGraw-Hill

Film:

"Life in the 30's"
McGraw-Hill

Filmstrip:

"FDR" Guidance Associates

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES
<p>B. The Second New Deal</p> <p>1. Continued aid to farmers</p> <p>2. FSA</p>	

For

1.

2.

3.

Char

Pro

Have
the M

**No.

CONCEPTS/OBJECTIVES

ACTIVITIES

For Slower Students:

Your Study in Depth

1. What were the purposes of Congress in creating the Tennessee Valley Authority? To what extent did TVA accomplish these purposes?
2. What has been achieved by the federal government's building dams on such major waterways as the Colorado, Columbia, and Missouri rivers?
3. What is the potential water power of the United States? How much of that potential has been developed?

Chart to be made:

New Deal Solutions

Problem	Solution	Temporary or Permanent

Have a panel discuss the pros and cons of the New Deal.

****No. 14:** "The Second New Deal"
Reform in America. pp. 154-166.

READINGS

A. V. MATERIALS

TEACHER'S NOTES

Film:

"Franklin D. Roosevelt" Part I
McGraw

Transparencies:

"The New Deal, 1933-1939"
No. 70 (2) A.V. Dept. will
make up.

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	ACT
3. Soil Conservation		<p>You might introduce representative of the States in 1933. who were prepared to introduce themselves as a worker, a young man, a businessman, a member, a farmer. In class what he hopes to do for him.</p> <p>The main groups mandating reform measure board. The class the various measures designed to provide</p> <p>The students may of the problems discussed cartoon showing how to provide relief</p> <p>In committee, prepare bulletin board on and agencies; in purpose of each; the provisions of column 4, give the tion of each law</p>
C. Reaction to the New Deal		<p>Have students find criticism directed Roosevelt during perhaps they can prepare class in which the criticisms with the Presidents (for example Jackson, and Lincoln)</p>

CONCEPTS/OBJECTIVES

ACTIVITIES

You might introduce to the class some representative citizens of the United States in 1933. At this point, students who were prepared in advance might introduce themselves: an unemployed worker, a young man just out of school, a businessman, a banker, a union member, a farmer. Each will tell the class what he hoped the New Deal will do for him.

The main groups needing relief and demanding reform may be listed on the board. The class might then discuss the various measures of the New Deal designed to provide relief and recovery.

The students may be asked to choose one of the problems discussed and draw a cartoon showing how the New Deal hoped to provide relief and recovery.

In committee, prepare a chart for the bulletin board on New Deal legislation and agencies; in column 2, list the purpose of each; in column 3, sum up the provisions or powers of each; in column 4, give the committee's evaluation of each law or agency.

Have students find out about the hostile criticism directed at Franklin D. Roosevelt during his presidency. Perhaps they can prepare a report to the class in which they compare these criticisms with those made of earlier Presidents (for example, Jefferson, Jackson, and Lincoln).

Deal

READINGS

A. V. MATERIALS

(C) Presidential Power in
 907 the New Deal. Heath,
 Roz 1964.
 P

A. V. MATERIALS

TEACHER'S NOTES

Power in
Heath,

UNIT II: REFORM MOVEMENTS

CONTENT	OBJECTIVES/CONCEPTS	
<p>D. Success or Failure?</p>	<p>To develop the ability to abstract and to discriminate.</p> <p>Interrelatedness</p>	<p>Social many out h stude Wages</p> <p><u>**No.</u></p> <p><u>**The</u> Amb lut</p> <p>Debat could</p> <p>Each criti appra of th</p> <p>Bulle State</p> <p>State Agric Agric Domes tion Adjus time provi tion</p>

OBJECTIVES/CONCEPTS

ACTIVITIES

To develop the ability to abstract and to discriminate.

Interrelatedness

Social Security benefits have been extended many times since 1935. Have students find out how the program works today. Other students may find out about changes in the Wages and Hours Law.

****No. 15:** "The New Deal: An Evaluation" Reform in America. pp. 167-176.

****The New Deal: Revolution or Evolution?** Amherst Series, The New Deal, Revolution or Evolution?

Debate: Resolved: The Great Depression could have been avoided.

Each student should write a short critique in which he makes a general appraisal of the successes and failures of the New Deal.

Bulletin board display of the United States in the 1930's.

State the principles underlying the Agricultural Marketing Act of 1929, the Agricultural Adjustment Act of 1933, the Domestic Allotment and Soil Conservation Act of 1936, and the Agricultural Adjustment Act of 1938. As a long-time program, which of these measures provided the best approach to a solution of the farm problem?

READINGS

A. V. MATERIALS

(C) Rezwenc, Edwin C.
Problems in American
Civilization Series.
 Heath, 1959.

330.973 Faulkner, Harold.
 Fau American Economic History
 8th Ed. Harper, 1960.

Brogan. The Era of Franklin
D. Roosevelt.

A. V. MATERIALS

TEACHER'S NOTES

C.
American
Series.

arold.
mic History
r, 1960.

Franklin

A. V. MATERIALS

TEACHER'S NOTES

ican
ies.

rold.
ic History
, 1960.

ranklin

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES
	<p>What is a p state and l public util federal gov late public Give argume policy outl Holding Com</p> <p>It has been borrowed he gressivism, it advanced the direct government ings of the why you agr statement.</p> <p>How did Roo fit other t farm proble power devel</p> <p>**Problem: traitor to savior of m is the reas values and</p>
<p>V. The German "New Deal" (The Nazi State)</p> <p>A. Social</p>	<p>Economic causes around the world brought dic- tators into power in the "have-not" nations, who turned to aggression against weaker neighbors.</p> <p>What were t political c Republic wh and rapid g</p>

CONCEPTS/OBJECTIVES

ACTIVITIES

What is a public utility? Why have state and local governments regulated public utility companies? Why did the federal government attempt to regulate public utility holding companies? Give arguments for and against the policy outlined in the Public Utility Holding Company Act.

It has been said that the New Deal borrowed heavily from populism, progressivism, and the New Freedom, but it advanced far beyond them, involving the direct intervention of the federal government to control the actual workings of the economic system. Indicate why you agree or disagree with this statement.

How did Roosevelt's farm program benefit other than farmers? How is the farm problem related to flood control, power development, and conservation?

****Problem:** FDR was considered "a traitor to his class" by some and "the savior of millions" by others. What is the reason for this conflict of values and opinions?

Economic causes around the world brought dictators into power in the "have-not" nations, who turned to aggression against weaker neighbors.

What were the economic, social, and political conditions under the Weimar Republic which made possible the birth and rapid growth of the Nazi party?

READINGS

A.V. MATERIALS

(C) The Human Adventure
 Vol. II, Part 9. p. 138,
 "Italy in the Hands of
 Fascists"; p. 145, "Hit-
 ler's Theories"; p. 154,
 "Hunger and Unemployment
 in Britain".

Film:

"Germany: Kaiser to Fuehrer"

(C) **32 Problems in World
History. No. 29.
 Scott-Foresman

A.V. MATERIALS

TEACHER'S NOTES

\$8,
5-
r,
ht
Film:

"Germany: Kaiser to Fuehrer"

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
B. Economic	The terms of the Versailles Treaty led to the rise of the Nazis.	Show how and his political make Germany
C. Political and Military	Totalitarianism	Why did the d the challenge
D. Religious and Cultural	Recognize that freedom requires an alert, responsible, courageous people to protect and preserve it.	**Problems to Europe with F p. 220 for ac
	Authoritarian	
	Anti-Semitism	
	Realize that no one should be deprived of liberty without due process of law.	
VI. Post-World War II America	Change	<u>Research topic</u>
A. Business	Cost of living	1. Progress 2. New ad ledge 3. The co 4. The ra 5. The ai

172

173

NCETS/OBJECTIVES

ACTIVITIES

terms of the Versailles Treaty led to the rise of the Nazis.

Show how and to what extent Hitler used his political power to branch out and make Germany a totalitarian state.

totalitarianism

Why did the democracies fail to meet the challenge of the dictators?

Recognize that freedom requires an alert, responsible, courageous people to protect and preserve it.

****Problems to Solve:** p. 215 of Europe with Focus on Germany. See p. 220 for activities.

totalitarian

-Semitism

Recognize that no one should be deprived of liberty without due process of law.

age

Research topics:

of living

1. Progress in peaceful atomic use.
2. New advances in medical knowledge and technology.
3. The coal industry today.
4. The railroad industry today.
5. The aircraft industry today.

READINGS

A. V. MATERIALS

Vogt, Hanna. Burden of Guilt. New York: Oxford Press.

(C) Capitalism and Other Economic Systems. Chapter 3.

(C) Raab, Earl. The Anatomy of Naziism. Anti-Defamation League, 1964. 40 pp. 50¢

321.6 Gibson, John S. Ideology and World Affairs. Ch. 9. Houghton-Mifflin, 1967.

The Third Reich in Perspective: A Resource Unit on Naziism. Anti-Defamation League, 1961. 24 pp. 25¢

Basic text: Chapters 40 and 42.

Filmstrip:

"The Anatomy of Naziism"
B'Nai Brith

Films:

"Harry Truman" Parts I and II
McGraw

"America the Beautiful"
EBF - NBC

A. V. MATERIALS

TEACHER'S NOTES

Filmstrip:

"The Anatomy of Naziism"
'Nai Brith

Films:

"Harry Truman" Parts I and II
McGraw

"America the Beautiful"
BF - NBC

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
B. Agricultural problems and reform	While most Americans prospered during the 1950's, farmers did not.	6. T 7. T 8. T s
C. Employment Act of 1946	Laissez-faire	**Problem opinion 1946 wa legisla
D. Expanded Social Security	General welfare	**Problem ment Ac break w
E. Internal Security	More people wanted the government to increase social security benefits.	Chart: DOMESTI Problem Social wel Farmers Subversion Civil Righ Segregatio
1. Communism		
2. Committee on Un-American Activities		
3. The Internal Security Act of 1950	"McCarthyism"	An activit definition is the fol asked to w he defines stands it. these pape representa author). teacher to and the st
4. John Birch Society	Concern for national loyalty and internal security in the post-war United States led to some violations of Constitutional liberties.	

177

CONCEPTS/OBJECTIVES

ACTIVITIES

While most Americans prospered during the 1950's, farmers did not.

Laissez-faire

General welfare

More people wanted the government to increase social security benefits.

"McCarthyism"

Concern for national loyalty and internal security in the post-war United States led some violations of constitutional liberties.

6. The trucking industry today.
7. The explosion of leisure activities.
8. The "revolution" in high school education.

****Problem:** Would you agree with the opinion that the Employment Act of 1946 was a "revolutionary piece of legislation?" Why or why not?

****Problem:** In what way did the Employment Act of 1946 constitute a final break with the past?

Chart:

DOMESTIC PROBLEMS FACED BY EISENHOWER

Problems	Measures Taken
Social welfare	
Farmers	
Subversion	
Civil Rights	
Segregation in schools	

An activity which could precede the teacher definition of communism suggested above, is the following: The student should be asked to write a short paragraph in which he defines modern communism as he understands it. The teacher would then collect these papers and read to the class a representative sample (without naming the author). This activity would enable the teacher to identify student misinformation and the student tendency to over-simplify the nature of communism.

READINGS

A. V. MATERIALS

Muzzey and Link.
Our American Republic
p. 645-646, 682.

Gavian and Hamm. U.S. History.
pp. 768-771

In A Concise Dictionary of
American History see "Communism"
pp. 218-219.

Weingast, David. This is
Communism. New York: Oxford
Book, 1961.

A. V. MATERIALS

TEACHER'S NOTES

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
	Extremism	<p>In mee steps Commun</p> <p><u>**No.</u></p> <p><u>**No.</u></p> <p><u>**No.</u></p> <p><u>**No.</u></p> <p><u>**No.</u></p> <p>Have a p aspects</p>

CONCEPTS/OBJECTIVES

ACTIVITIES

Extremism

In meeting communism's challenge, what steps have been taken to control Communist activity in America?

****No. 11:** "The Demand for Loyalty"
Problems in American History
"The Social Setting of Intolerance" Scott-Foresman.
pp. 120-129.

****No. 12:** "The First Charges"
The Social Setting of Intolerance
pp. 130-139.

****No. 13:** "The Fight for America"
The Social Setting of Intolerance
pp. 140-148.

****No. 14:** "To Testify or Not to Testify"
The Social Setting of Intolerance
pp. 149-163.

****No. 15:** "McCarthyism: An Evaluation"
The Social Setting of Intolerance
pp. 164-176.

Have a panel discuss the controversial aspects of the internal security hearings.

READINGS

A. V. MATERIALS

- (C) The Communist Party of the U.S. of A., What It Is, How It Works - A Handbook for Americans. Washington: U.S. Government Printing Office, 1956.
- Overstreet. What We Must Know About Communism.
- Deaper. Roots of American Communism. Viking.

A. V. MATERIALS

TEACHER'S NOTES

erty of
What It
- A
ricans.
. Govern-
fice,

t We
Communism.

of American
ing.

UNIT II: REFORM MOVEMENTS

M CONTENT	CONCEPTS/OBJECTIVES
	<p>Assign <u>one</u> of student. After completed, class exploration of relationships to</p> <ol style="list-style-type: none"> 1. Establish Commun 2. Early the Am 3. Effect nition Commun 4. Shifti Commun 5. Activi ground 6. Commun and "f zation 7. Presen of the

PTS/OBJECTIVES

ACTIVITIES

Assign one of the following topics to each student. After research has been completed, class time should be given to an exploration of the implications and relationships of these contemporary trends.

1. Establishment of the American Communist Party
2. Early growth and activities of the American Communist Party
3. Effects of United States recognition of the USSR on the American Communist Party
4. Shifting policies of the American Communist Party
5. Activities of the communist underground
6. Communist tactics of infiltration and "front" and "captive" organizations
7. Present-day policies and activities of the American Communist Party

READINGS

A. V. MATERIALS

Refer to teacher's manual of basic text for suggested readings.
p. 382.

- (C) Grove. Inside the John Birch Society. Fawcett.

None Dare Call It Treason.
(Excellent source on subversive activities in United States.

- (C) Tully, C.I.A.: The Inside Story. Fawcett.

- (C) Vahan. Truth About the John Birch Society. Macfadden.

A. V. MATERIALS

TEACHER'S NOTES

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES
	Each stu should o and the restrict the Unit
	<u>Restri</u>
	Smith Ac
	Subversi vities O Act
	Emergenc tion Act
	McCarran
	Communis Act
	Taft-Har
	Supreme Decision
	Actions House Un Activiti Committe
	Activiti F. B. I.

CONCEPTS/OBJECTIVES

ACTIVITIES

Each student, through the use of a chart, should determine the essential provisions and the effectiveness of the following restrictions on communist activities in the United States:

Restrictions	Essential Provisions	Effectiveness
Smith Act		
Subversive Activities Control Act		
Emergency Detention Act		
McCarran Act		
Communist Control Act		
Taft-Hartley Act		
Supreme Court Decisions		
Actions of the House Un-American Activities Committee		
Activities of the F. B. I.		

READINGS

A. V. MATERIALS

T. V.

Radio

Magazines

Newspapers

A. V. MATERIALS

TEACHER'S NOTES

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES
VII. <u>Contemporary United States Reforms</u>	Relate history of what is happening today and understand current events, problems, and issues and decisions in the light of their historical background.
A. Business	Students show which they c of the Ameri action with citizen.
B. Education	"....We have conceited, s we were doers Give your vi contemporary
C. Agriculture	Draw up argum Federal Gover billions annu education."
D. Social Welfare	Conduct a pub your friends tion: "How d time?" Summa form of a cha number of hou activities.
1. Medicine	<u>Chart:</u>
2. Care of Aged	<u>Domestic</u>
3. Poverty Program	<u>Problems</u>
4. Slums	Urban life brought with it new problems and new patterns of living.

OBJECTIVES

ACTIVITIES

History of what
is going on today and
current
problems, and
decisions in
of their his-
tory background.

and techno-
logical advances pro-
foundly influenced life
in the United States.

Students should write a short paper in which they compare the responsibility of the American citizen for political action with the role of the Russian citizen.

"....We have become selfish, fat, conceited, soft, and lazy. Where once we were doers, we are now viewers." Give your views of this criticism of contemporary American society.

Draw up arguments pro or con on: "The Federal Government should contribute billions annually to the states for education."

Conduct a public opinion poll among your friends and neighbors on the question: "How do you spend your leisure time?" Summarize your findings in the form of a chart, showing the average number of hours a week spent on various activities.

Chart:

Domestic Problems Faced by Johnson

Problems	Measures Taken

READINGS

A. V. MAT

- (C) The Shameful Years.
House on Un-American
Activities. Washington:
U. S. Government Printing
Office.

Nader, Louis. Unsafe at
Any Speed.

Filmstrip:

"Agriculture: The
Photo Lab

- (C) Kefauver, Estes. Crime
in America. Doubleday.

- (C) Rise of the American
Nation. Vol. II, 1968.
Readings: "The Changing
World of the Farmer",
pp. 685-691 and "The
Changing World of the
Wage Earner" pp. 692-
697 and "Education for a
New Age" pp. 737-745.

Film:

"American Farmer"
Ford

- (C) MacIver, Robert M.
Kids, Crime and Chaos:
A World Report on
Juvenile Delinquency.
Dell.

- (C) Coyle, David C.
Breakthrough to the
Great Society: Automa-
tion, Affluence, Appa-
lachia, Oceana. 1965.

Filmstrip: (Sound)

"Cities, U.S.A."
Nol 416A Guide

A. V. MATERIALS

TEACHER'S NOTES

<p>rs. ican hington: Printing</p> <p>nsafe at</p> <p>Crime bleday.</p> <p>ican I, 1968. Changing mer", "The f the 692- on for a 7-745.</p> <p>M. Chaos: n ency.</p> <p>the Automa- Appa- 1965.</p>	<p>Filmstrip: "Agriculture: Then and Now" Photo Lab</p> <p>Film: "American Farmer" Ford 29 minutes</p> <p>Filmstrip: (Sound) "Cities, U.S.A." Nol 416A Guidance Assoc.</p>	
--	--	--

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
5. Delinquency and Crime	Increased urbanization, civil rights, and a renewed emphasis on education are major factors affecting life in the United States today.	Ask a statistician to find out how the population has declined.
E. Urbanization		Reports reading
1. Causes		1.
		2.
		3.
2. Effects		4.
		5.
a. Problems		With regard to the gate (a faces, it in a your re report
b. Benefits		**No. 1
		C
		E
		i
		As a me present parison followi
		1.

197

CONCEPTS/OBJECTIVES

ACTIVITIES

Increased urbanization, civil rights, and a re-emphasis on education are major factors affecting life in the United States today.

Ask a student to obtain the population statistics of his community from its founding and to graph the material. Have the class compare this with the population-growth graph of the nation. Can they explain any unusual rise or decline from historical events?

Reports can be given on the following readings:

1. "Suburbia"
2. "Urban Problems and Prospects"
3. "The Farm Problem at Mid-Century"
4. "The Welfare State"
5. "Medical Care and Government Insurance"

With respect to urban renewal, investigate (a) its aims, (b) obstacles it faces, and (c) what is being done about it in any particular areas. Contribute your report to a committee-compiled report encompassing various areas.

**No. 11: "The Drive to Clean Up Cities" Brown and Brown. Let's Find Out. Research Assignments in American History. pp. 37-38.

As a means of tying the past into the present, the student should draw comparisons and contrasts between the following pairs:

1. Labor's bargaining position in the 1890's compared to the 1960's.

READINGS

A. V. MATERIALS

Refer to teacher's
manual "Reading for
Depth" p. 399.

Tummod, Christopher and
Henry Reed. American
Skyline: The Growth and
Form of Our Cities and
Towns. Mentor.

- (C) Sauvy, Alfred. Popula-
tion Explosion. Dell.

- (C) Rise of the American
Nation. Vol. II., 1968.
"Challenges of a Rapidly
Growing Population" pp.
665-672, "The Nation's
Exploding Cities" pp.
673-684. "The Quality of
Our Environment" pp.
708 - 720.

Films:

"Cities: The Rise of New Town
"The Cities and the Poor" I.
"The Cities and the Poor" II
"The Troubled Cities"
"How to Look at a City"

Films:

"The Fur-Lined Foxhole"
"Private Dream - Public Night-
mare"
"Three Cures for a Sick City"
All films are from Indiana U.

Transparencies:

"Growth from Rural to Urban
Population" No. 56(3)
A.V. Dept. will make up.

Films:

"Crime in the Streets"
Indiana U.
"Marked for Failure"
Indiana
"The Hard Way"
Indiana

"Crime in the Cities"
EBF - NBC

"Smalltown, USA"
EBF-NBC

A. V. MATERIALS

TEACHER'S NOTES

Films:

"Cities: The Rise of New Towns"

"The Cities and the Poor" I.

"The Cities and the Poor" II

"The Troubled Cities"

"How to Look at a City"

Films:

"The Fur-Lined Foxhole"

"Private Dream - Public Nightmare"

"Three Cures for a Sick City"

All films are from Indiana U.

Transparencies:

"Growth from Rural to Urban
Population" No. 56(3)

A.V. Dept. will make up.

Films:

"Crime in the Streets"
Indiana U.

"Marked for Failure"
Indiana

"The Hard Way"
Indiana

"Crime in the Cities"
EBF - NBC

"ERIC town, USA"

Full Text Provided by ERIC

McGraw-Hill

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIVES	
		2.
		3.
		4.
F. The expanding role of the government in relation to the preceding sub-topics A - E.	Try to understand the actions and attitudes of men by learning about their basic beliefs and motives	The s prosp 1960 Make stone affec Your the autho see mates
G. Society's changing attitude about the role of the government.		What betw hind about a b c d e f

CONCEPTS/OBJECTIVES

ACTIVITIES

to understand the
tions and attitudes
men by learning about
eir basic beliefs and
tives

2. The farmer's problem of surplus in the 1890's compared to the 1960's.
3. The government's attitude toward unemployment in the 1890's compared with the 1960's.
4. The government's role in maintaining prosperity in the 1890's compared to the 1960's.

The student should conclude his study by prosperity in the 1890's compared to the 1960's.

Makes a list of the ten events or milestones that you think have most greatly affected the development of our country. Your teacher can later read to you from the Teacher's Manual some lists by the authors of your textbook. Check them to see on how many milestones your classmates agree.

What can you learn about the differences between life in a democracy and life behind the Iron Curtain? You might find out about phases of life such as these:

- a. Education
- b. Family life
- c. Civil liberties
- d. The amount of comfort and luxuries of the average citizen
- e. The rights of labor unions
- f. Religion

READINGS

A. V. MATERIALS

Filmstrip:

"Problems of Our Cities"

- (C) Musolf, Lloyd D. Pro-
moting the General Wel-
fare and Economy. Scott,
Foresman.

Life: "The National
Purpose"

"Reading for Depth"
Teacher's Manual, p. 402.

- (C) Goals for Americans:
Report of the President's
Commission on National
Goals.
Prentice-Hall.

A. V. MATERIALS

TEACHER'S NOTES

Filmstrip:

"Problems of Our Cities"

UNIT II: REFORM MOVEMENTS

CONTENT	CONCEPTS/OBJECTIV
H. Civil rights movement	

CONCEPTS/OBJECTIVES

ACTIVITIES

See section on "The Negro in America" following Unit V.

CULMINATING ACTIVITY:

Essay on:

What is the role of the government in a society where "big business" and "big labor" are present without a countering force of "big consumer?"

Make references to: evidence of greed, wilful ambition, corruption, and lack of social concern in business and labor, the power of psychology, advertising, consumer deficit spending and government programs.

READINGS

A. V. MATERIALS

TEACHER'S NOTES

Film:

"Civil Rights Movement: His-
toric Roots" No. 5046 (E.C.)

THE U. S. IN THE WORLD SETTING

UNIT III

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
I. <u>Traditional Aspects of U.S. Foreign Policy</u>	Foreign policy	America large moil Empire that
A. Monroe Doctrine	Imperialism	Use a
B. Freedom of the Seas	Colony	--
C. Isolationism	Develop skills in locating, selecting, analyzing, and reporting pertinent information.	--
D. Open Door	Strategy	By mea
E. Peaceful Settlement		--
F. Pan-Americanism		--
G. Introduction to Europe		Canals
		--M
		C
		M
		P
		--B
		a
		o
		e
		--S
		ti

208

D SETTING

CONCEPTS/OBJECTIVES	ACTIVITIES
Foreign policy	American diplomatic successes were to a large extent dependent upon European turmoil and the good-will of the British Empire. Give specific examples to prove that this was so.
Imperialism	
Colony	Use a world map to show: <ul style="list-style-type: none">--areas of North America which were considered to be our "manifest destiny."--non-contiguous territories which were purchased, annexed, or acquired by treaty.--areas which are our present committment since World War II.
Develop skills in locating, selecting, analyzing, and reporting pertinent information.	
Strategy	By means of colors or color show: <ul style="list-style-type: none">--Territories from which we have voluntarily withdrawn.--Areas which are considered to be our sphere of influence. <u>Canals:</u> <ul style="list-style-type: none">--Make a map showing the important canals of the world: Sault Ste. Marie, Kiel, Corinth, Suez, Panama, St. Lawrence.--By shipping lines, trade routes, and tonnage reports, illustrate on the map the relative use of each canal.--Show the strategic importance of the Suez and Panama Canals.

READINGS

A. V. MATERIALS

Basic text, Chapter 31.

(C) T. Bailey. Diplomatic History of the American People.

(C) Poetker, J. The Monroe Doctrine. Merrill

(C) **Viewpoints, USA.
American Book Company,
p. 82.

(L) United States History.
Scott-Foresman.
p. 131, 206, 352, 442,
510, 622, 696-697.

The American People and Foreign Policy. Praeger.

A. V. MATERIALS

TEACHER'S NOTES

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
		What v Doctr of our for ha where
		Review
		What d ing Wa and is allian
II. " <u>End of an Era</u> " 1898	Recognize that the U.S. has made mistakes in foreign policy.	See for **
A. Changing role for U.S.	Recognize that inter- pretations of history are subject to change.	With wh do you was unw was ess seek co choice.
1. Imperialism	Recognize the influence of geography on poli- tics, economics, and foreign relations of nations.	Report: his bac 1890-19
a. Mahan Influence		Reports U.S. sh pand ov politic him? A current
b. Philippines Issue	To understand the factors that led to the expansion of United States interests during the late 1800's.	In what that an viate d

213

S/OBJECTIVES	ACTIVITIES
<p>What were the provisions of the Monroe Doctrine which, as the cornerstone of our foreign policy, kept us at peace for half a century? Relate instances where it was successfully applied.</p> <p>Review Monroe Doctrine.</p> <p>What did the new nation gain by following Washington's policy of neutrality and isolation of making no "entangling alliances" with other nations?</p> <p>See that the U.S. mistakes in policy.</p>	<p>What were the provisions of the Monroe Doctrine which, as the cornerstone of our foreign policy, kept us at peace for half a century? Relate instances where it was successfully applied.</p> <p>Review Monroe Doctrine.</p> <p>What did the new nation gain by following Washington's policy of neutrality and isolation of making no "entangling alliances" with other nations?</p> <p>See for background problems <u>**Europe with Focus on Germany</u> Fideler. Chapters 1 and 2.</p>
<p>See that inter-ns of history ect to change.</p> <p>See the influence of poli-onomics, and relations of</p>	<p>With which of the following statements do you agree? (a) "The United States was unwise to seek colonies." (b) "It was essential for the United States to seek colonies." Give reasons for your choice.</p> <p>Report: Report on Capt. A. T. Mahan, his background and his writings, 1890-1910.</p>
<p>stand the that led to nsion of United interests during 1800's.</p>	<p>Reports: Why did A. T. Mahan think the U.S. should develop a large navy and expand overseas? Who were some of the political leaders who were influenced by him? Are his views consistent with current U.S. views and policies?</p> <p>In what ways did American leaders believe that an active foreign policy could alleviate domestic problems? What domestic problems?</p>

READINGS

A. V. MATERIALS

America's Stake in Western Europe. Laidlaw.
(since World War II)

(C) Tuchman. The Proud Tower.

(C) Kennan, G.F. American Diplomacy 1900-1950.
Chapter 1.

(L) The United States.
Chapter 23. Prentice-Hall.

(C) **Viewpoints, USA.
American Book Company,
p. 218.

(C) **Case Studies in American History No. 10.

(C) **32 Problems in World History. No. 24.
Scott-Foresman.

(C) The Human Adventure.
No. 9. Harcourt-Brace.

(C) Readings in American History. Vol. II, Ch. 7
Cotner. Houghton-Mifflin

Films:

"Admiral Dewey's Victory at Manila"
McGraw-Hill.

"U. S. Expansion Overseas"
Coronet

"Territorial Possessions of the U.S." Int. Geog.

A. V. MATERIALS

TEACHER'S NOTES

Films:

"Admiral Dewey's Victory at
Manila" McGraw-Hill.

"U. S. Expansion Overseas"
Coronet

"Territorial Possessions of
the U.S." Int. Geog.

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
c. Caribbean Policy	To continue to gain skill in the use of maps.	Problem: What domestic cause imperialism
(1) Panama Canal	To understand the role of geographic factors in the growth of our territorial possessions.	Show the course and T. Roosevelt policy. (See Foresman, p. 100)
(2) Roosevelt Corollary	To understand the circumstances that led to our war with Spain and the territorial consequences of the war.	Make a table of the world's producers of materials ---By showing which states took
(3) Wilson in Mexico	To appreciate the skill and perseverance of the scientists and engineers who made possible the building of the Panama Canal and the elimination of yellow fever in Cuba.	---Show how the United States has been able to
d. "Open Door" for China	To realize that a nation may have many reasons for acting as it does in foreign affairs.	Draw conclusions from the data.
(1) Orthodox view of "Open Door"	To appreciate the improvement in our relations with our neighbors of the Western Hemisphere.	Report on how the United States has been able to handle the situation in Puerto Rico and there whom

WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

To continue to gain skill in the use of maps.

To understand the role of geographic factors in the growth of our territorial possessions.

To understand the circumstances that led to our war with Spain and the territorial consequences of the war.

To appreciate the skill and perseverance of the scientists and engineers who made possible the building of the Panama Canal and the elimination of yellow fever in Cuba.

To realize that a nation may have many reasons for acting as it does in foreign affairs.

To appreciate the improvement in our relations with our neighbors of the Western Hemisphere.

Problem: What factors, foreign and domestic caused the U.S. attitude on imperialism to change?

Show the contrast in views of Wilson and T. Roosevelt in the area of foreign policy. (See U.S. History, Scott Foresman, p. 517 as a starting point.)

Make a trade map to show the areas of the world that are the greatest producers of basic foods and strategic materials (1900 and today).

---By means of symbols and lines show the areas of the world to which we send basic foods and strategic materials (1900 and today).

---Show the areas of the world upon which we depend for basic foods and strategic materials (1900 and today).

Draw conclusions on the basis of comparison of the 1900 data and today's data.

Report:

How did the Insular Cases (1901-22) enable the U.S. to deny self-government to the inhabitants of American Samoa, Puerto Rico, and the Philippines? Are there any parallels to this today, by whom, against whom?

READINGS

A. V. MATERIALS

- | | |
|---|---|
| (L) <u>Rise of the American Nation.</u> Vol. II, 1968. Harcourt-Brace. p. 372-381 (Readings on Imperialism) | |
| (C) <u>**American Foreign Policy</u> Nos. 4,5,6. Scott-Foresman.

<u>Imperialism and the Dilemma of Power.</u> Heath. | <u>Film:</u>

"History of U.S. Navy Series. U.S. Navy. (Free) |
| (C) <u>America's Rise to World Power.</u> Dulles.

<u>American Imperialism in 1898.</u> Heath. | |
| (C) <u>The Imperial Years.</u> Dulles

<u>Mother America: A Living Story of Democracy.</u> C. Romulo. | |
| (L) <u>American History Illustrated.</u>

April, 1968 - "Fiasco at San Juan"

June, 1966 - "What Happened to the Maine?" | |
| (L) <u>American Heritage</u>

February, 1962 - "How We Got Guantanamo"

December, 1960 - "The Sham Battle of Manila"

February, 1958 - "Funston Captures Aguinaldo"

June, 1960 - "The Enemies of Empire" | |

A. V. MATERIALS

TEACHER'S NOTES

8.
72-

licy Film:

"History of U.S. Navy Series.
U.S. Navy. (free)

ath.

ld

in

ving

C.

s-

at

?"

We

Sham

ston

ERIC

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
<p>(2) Revisionist view of "open door"</p> <p>(Teacher might look at re- visionist views in Williams <u>The Tragedy of America's Diplo- macy</u>, Lasch's article on re- visionist views of the Cold War in <u>The New York Times</u> <u>Magazine</u>, January, 1968.</p>		<p>Ch tr Ro re me of Di D. tr</p> <p>Ha of of Ri Pa</p> <p>Par was spe pop rig of is ext gen</p>

200

THE WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

sionist
of
n door"
-
ams
Diplo-
re-
ld

Chart: Compare the original Monroe Doctrine, the Olney interpretation, and the Roosevelt Corollary in the following respects: reasons for issuance of document, important principles, significance of statement. (Consult T. A. Bailey: Diplomatic History of American People; D. Perkins' A History of the Monroe Doctrine.)

Have a committee report on the effects of the relationship of the U.S. with one of the following: Philippines, Puerto Rico, Hawaii, Midway, Wake Island, Haiti, Panama, Japan, Mexico.

- When and how did our relationship begin and what was the character of it?
- What is the relationship with each area today?
- What advantages and/or disadvantages have resulted from the past and present relationship - on the part of the U.S. and on the part of each of the other areas?
- What attitudes toward each other have developed?

Paper: Nineteenth century imperialism was on the whole indefensible. Make specific reference to treatment of native population, the plunder aspect, human rights. Bring in Communist Imperialism of the twentieth century showing that it is even worse because (1) it is far more extreme and (2) human rights are more generally recognized today.

READINGS

A. V. MATERIALS

- (L) American Heritage
August, 1963 - "The Man
Who Invented Panama"
- Dulles, F.R. America's
Rise to World Power
- (L) American History Illus-
trated.
January, 1968 - "The
Capture of Peking"
November, 1966 - "The
Battle of Tientsin"
- (L) American Heritage
"The Great White Fleet"
February, 1964.

A. V. MATERIALS

TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT

CONCEPTS/OBJECTIVES

--	--

225

E WORLD SETTING

CONCEPTS/OBJECTIVES	ACTIVITIES
	<p><u>Report:</u> On the Dreyfus Affair and what it revealed about:</p> <ul style="list-style-type: none"> ---the corruption in the French Army ---the influence of the church in France ---the division of public opinion in France ---the extent and pitch of anti-Semitism in France. <p><u>Historiography Exercise:</u></p> <p>Students have acquired, through text readings, minor activities, and class lecture and discussion, enough facts to have a good idea of what happened in this area of history. In <u>Viewpoints</u> they have examined a small sampling of the primary sources that historians refer to when they prepare to write history. Students may choose an area discussed in connection with this area and write their own account of it, presenting evidence for their conclusions, and showing, that they are aware of other interpretations. Compare with accounts written by others in the class. How can they account for differences?</p> <p>Half of the class should study America's role in world affairs from 1920 to 1933, and indicate which American actions and policies were directed at international cooperation, and be prepared to relate them to the class. The other half of the class should do the same type of research relative to American policies and actions that revealed an unwillingness to share in world responsibilities.</p>

READINGS

A. V. MATERIALS

TEACHER'S NOTES

Record:

"Life History of the U.S."
(Record 9-1901-17) No. 251

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
e. Public Reaction		These on the by the Not bee the the con con
B. Maturing of Capitalism 1850 - 1914		Report How di admini Policy Taft a did th the Op Open D spect
1. Classical capitalism Free markets were the key All factors of pro- duction viewed as commodities	Factors of production Self-regulating market Laissez faire	What c foreign Orient Essay: Why was to adhe trade nations
2. Classical capital- ism in practice	Free trade Trusts Cartels	Accumul life of Reports
a. Changes due to technological developments		

227

228

WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

		<p>These policies should be listed separately on the chalkboard as they are suggested by the students.</p> <p>NOTE: After the two trends have been analyzed, the class should then draw generalizations as to the meaning of these apparently contradictory approaches to world conditions.</p>
tion		<p><u>Reports:</u></p> <p>How did the Roosevelt, Taft, and Wilson administrations promote the Open Door Policy? How was it modified during the Taft and Wilson administrations? How did the Landing-Ishii Agreement change the Open Door Policy? How does the Open Door policy stand today with respect to China?</p>
ism		
alism	Factors of production	<p>What criticism does Kennan make of U.S. foreign policy-making procedures in the Orient in his book <u>American Diplomacy</u>?</p>
ere	Self-regulating market	
pro- as	Laissez faire	<p><u>Essay:</u></p> <p>Why was it possible for Great Britain to adhere to the principles of free trade longer than other industrial nations?</p>
al- e	Free trade	<p>Accumulate data on causes of the short life of classical capitalism.</p>
	Trusts	<p><u>Reports on:</u></p>
e to sa ts	Cartels	<p>Poor Laws (1834) Corn Laws (1848) Navigation Acts (1849) Cobden Free Trade Treaty (1860)</p>

READINGS

A. V. MATERIALS

- (C) Living American Documents.
"The Open-Door Policy in
China" Harcourt-Brace.
- (C) American Diplomacy, 1900-
1950. George F. Keenan.
Chapter 2.
- (L) Heilbroner, R. The
Worldly Philosophers.

The Economic Development
of Western Civilization.
S. Clough. McGraw-Hill.
- (L) A History of Economic
Thought. O.H. Taylor.
McGraw-Hill.
- (L) The History of Our World.
Chapters 22,23. Houghton
Mifflin.
- (C) Capitalism and Other
Economic Systems. Ch. 3.
McGraw-Hill.
- (C) **32 Problems in World
History. No. 22. "The
Communist Manifesto as a
Product of Its Time"
Scott-Foresman.
- (C) Business Enterprise in
the American Economy.
Chapter 2. McGraw-Hill.
- (L) Our World Through the
Ages. Chapters 16,17.
Prentice-Hall.
- (C) Tuchman. The Proud
Tower.

A. V. MATERIALS

TEACHER'S NOTES

uments.
cy in
ace.
1900-
enan.
s.
pment
tion.
Hill.
ic
or.
World.
ughton
r
h. 3.
rld
The
as a
"
in
y.
Hill.
he
17.

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
b. Effect of increased productivity	Monopolies Limited liability	<u>Reports</u> Welfare in the especial
c. Beginnings of regulation: Trade unionism Farm organizations Social insurance Government		<u>Reports</u> On anar On the On Ed B On Karl tempora
3. Critics of capitalism		<u>Reports</u> What ev predict areas of there th
a. Marxism		Research How does socialis
b. Anarchism		<u>Research</u> What doe S R I T E R C
c. Reformists		
d. Revisionists		On a map Cap Ber The

232

WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Monopolies

Limited liability

Report:

Welfare activities of European governments in the last quarter of the 19th century, especially France and Germany.

Reports:

On anarchists and the anarchist movement.
On the British Fabian movement
On Ed Bernstein and German revisionism
On Karl Marx and his criticisms of contemporary economic systems.

Reports:

What evidence is there that Malthus' predictions have come true in certain areas of the world? What evidence is there that they have not in others?

Research Utopian socialist movements. How does it differ from "scientific socialism?"

Research:

What does Mankato have in the way of

Services provided
Retail outlets
Industry
Transportation
Educational facilities
Recreational facilities
Cultural facilities

On a map indicate:

Cape to Cairo RR
Berlin to Baghdad RR
Trans-Siberian RR

READINGS

A. V. MATERIALS

TEACHER'S NOTES

--	--	--

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
C. Europe's "New Imperialism"	Free market	Prob Mise West in p say,
	Sphere of influence	
1. Empires of rule to protect economic interest	Invest	Map: the or s many State
2. Investments for surplus capital	Capital formation	Time- chief pansi about
D. End of "Splendid Isolation" for Great Britain	To understand that before World War I, men in many countries hoped and worked for world peace and that this ideal survived.	Selec Colle teach
	To realize that the causes of a major historical event such as World War I are usually very complex. To understand World War I, one must understand its roots in the past.	Report its s world
	To understand the reasons for our entry into the war on the side of the Allies.	Poem: any c Write tude toward

THE WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Free market

Sphere of influence

Invest

Capital formation

To understand that before World War I, men in many countries hoped and worked for world peace and that this ideal survived.

To realize that the causes of a major historical event such as World War I are usually very complex. To understand World War I, one must understand its roots in the past.

To understand the reasons for our entry into the war on the side of the Allies.

Problem: Karl Marx's "Law of Increasing Misery" did not hold true in advanced Western nations. What changes occurred in economic institutions to prevent it, say, in the U.S. or Great Britain?

Map: On a world map, indicate areas of the world where the following had possessions or spheres of influence: England, Germany, Japan, France, Russia, United States.

Time-Line: On a time-line, indicate the chief events in the imperialistic expansion of the western countries from about 1850-1914.

Select three poems from Kipling's Collected Verse and report on what each teaches you about the British Empire.

Report: How any colonial empire treated its subject peoples in any area of the world.

Poem: Imagine yourself the subject of any colonial empire of modern times. Write a poem expressing (a) your gratitude toward or (b) your bitterness toward your mother country.

READINGS

A. V. MATERIALS

- (C) Panorama of the Past.
Vol. II, Part 2.
Houghton-Mifflin.
- (C) **32 Problems in World History. No. 24. Scott-Foresman.
- (L) David Livingstone, Foe of Darkness. Morrow.
- (C) Our World Through the Ages. Ch. 18. p. 450 - 468.
- (L) European Expansion Since 1871. Chapter 20. Townsend.

Films:

"Imperialism and European Expansion" Coronet.

Transparency Set:

Fenton-Walbank No. 30051.
"European Imperialism in Africa" (12)

Basic text: Chapter 32.

For films see guide, causes of war.

A. V. MATERIALS

TEACHER'S NOTES

Films:

"Imperialism and European Expansion" Coronet.

Transparency Set:

Fenton-Walbank No. 30051.
"European Imperialism in Africa"
(12)

2. For films see guide, causes of war.

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
III. <u>World War I</u>	To appreciate the tremendous task of mobilizing for war and the idealistic nature of Woodrow Wilson's leadership.	1. What took World War I?
A. Pre-War Relations		
1. Imperialist Competition	To realize the far-reaching effects of the war upon almost every aspect of life in the United States as well as the great cost of the war in terms of lives and money.	
2. Balance of power systems		
3. Intense nationalism	To continue to gain skill in the use of maps and in the interpretation of geographic facts.	2. During our time, what are the effects of nationalism?
B. War-Time Agreements	Nationalism	(a)
C. U. S. Neutrality	Imperialism	(b)
	Self-determination	(c)
D. The Peace Conference	Reparations	
E. Impact of World War I on Europe and the United States		

LD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

To appreciate the tremendous task of mobilizing for war and the idealistic nature of Woodrow Wilson's leadership.

To realize the far-reaching effects of the war upon almost every aspect of life in the United States as well as the great cost of the war in terms of lives and money.

To continue to gain skill in the use of maps and in the interpretation of geographic facts.

Nationalism

Imperialism

Self-determination

Reparations

Your Study in Depth

1. What steps toward world peace were taken by the United States before World War I?

References:

- (a) Canfield, Leon H. and Wilder, Howard B. Making of Modern America. Houghton-Mifflin, 1954. pp. 660-661.
- (b) Harlow, Ralph V. and Noyes, Harmon M. Story of America Holt., 1961. pp. 523, 549.
- (c) In Brit. Junior Encyclopedia and Compton's, see "Hague Peace Conferences; in Encyclopedia Brit. see "Hague Conferences"

2. During the first years of World War I our policy was to remain neutral. What caused us to change?

References:

- (a) Canfield and Wilder. Making of Modern America. pp. 662-666.
- (b) Harlow and Noyes. Story of America. pp. 568-575.
- (c) In the encyclopedias, see "World War I." In Compton's see "U.S. History, Part 7."

READINGS

A. V. MATERIALS

- | | |
|---|--|
| <p>(L) <u>Rise of the American Nation.</u> Vol. II, 1968. Harcourt-Brace. pp. 381-388. (Readings on U.S. entry into World War I.)</p> | <p><u>Filmstrip:</u>
"New Freedom and World War I" 973.9(5) CFS H.S.</p> |
| <p>**<u>The Coming of War, 1917.</u> Rand-McNally.</p> | <p><u>Film:</u>
"Wilson's Fight for Peace" McGraw-Hill</p> |
| <p>(C) **<u>European Issues in the 20th Century.</u> No. 1. Rinehart.</p> | |
| <p>(C) **<u>Case Studies in American History.</u> No. 12.</p> | |
| <p>(C) **<u>Western Europe.</u> Scholastic. Chapter 9.</p> | |
| <p>(C) **<u>Realism and Idealism in Wilson's Peace Program.</u> Heath.</p> | |
| <p>(C) **<u>American Foreign Policy.</u> No. 7. Scott-Foresman.</p> | |
| <p>(C) <u>The Abandonment of Neutrality: America's Entry into World War I.</u> (Case Study Approach) Heath.</p> | |
| <p>(C) <u>The Human Adventure.</u> Vol. II. Harcourt-Brace</p> | <p><u>Transparency:</u>
"U.S. History Transparency Master" No. 66. (8)</p> |
| <p>(L) <u>American Heritage.</u> June, 1955 - "A Liner, U-Boat, and History"</p> | |
| <p>(L) <u>The United States.</u> Prentice-Hall. pp. 680-686.</p> | |

A. V. MATERIALS

TEACHER'S NOTES

Filmstrip:

"New Freedom and World War I"
973.9(5) CFS H.S.

Film:

"Wilson's Fight for Peace"
McGraw-Hill

Transparency:

"U.S. History Transparency Master"
No. 66. (8)

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES
1. Destruction of old order	3. Pre Uni Nat eff hav <u>Ref</u> (a)
a. Dynasties	(b)
b. Leadership class	(c)
c. Socialism	Report treatie were di
d. Balance-of-power eliminated	<u>Problem</u>
2. Indebtedness to United States	What do of the Fourtee ate eac
3. U.S. desired to with- draw from Europe's intrigues	What do or most World W Which t do you trouble Points

243

THE WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

<p>order</p> <p>ass</p> <p>ver</p> <p>ited</p> <p>ith-</p> <p>S</p>		<p>3. President Wilson wanted to see the United States join the League of Nations. Why didn't we? What effect did our failure to do so have upon our foreign policy?</p> <p><u>References:</u></p> <p>(a) Muzzey, David S., and Arthur S. Link. <u>Our American Republic</u>. Ginn, 1963. pp. 511-516, 532-533.</p> <p>(b) Gavian, Ruth W. and W.A. Hamu. <u>United States History</u>. Heath, 1960. pp. 615-619, 621, 622, 658-661.</p> <p>(c) In the encyclopedias see "Wilson, Woodrow".</p> <p>Report to the class on the secret treaties among the allied powers which were disclosed after World War I.</p> <p><u>Problem:</u> "The Peace That Failed" - Why?</p> <p>What do historians consider to be some of the reasons why Wilson issued his Fourteen Points? How would you evaluate each?</p> <p>What do you consider the most important or most just reason for U. S. entry into World War I?</p> <p>Which terms of the Versailles Treaty do you think were bound to cause most trouble? Why? What did the Fourteen Points say about them?</p>
---	--	--

READINGS

A. V. MATERIALS

(C) Living American Documents.
"Wilson's 14 Points"
Harcourt-Brace.

(L) American Heritage.
"The Wasted Mission"
April, 1961.

Basic Text: Chapter 34.

Taylor, E. The Fall of
the Dynasties. Double-
day.

(L) American History Illus-
trated. April, 1967.
"President Wilson and
the Russians:

(L) American Heritage.
December, 1958 - "Ignor-
ant Armies Clashed by
Night"

A. V. MATERIALS

TEACHER'S NOTES

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES
<p>246</p>	<p><u>Report:</u></p> <p>Why might Br ing that its to any other</p> <p>For each of War I, tell treaties (1) aggravated th</p> <p><u>Problem:</u> A B August, 1914, all over Euro again in our this was an a</p> <p>Compare the t Versailles wi Brest-Litovsk with referenc torial change of conciliati you draw?</p> <p>Using a time- time the Roman zollerns, and respective cov</p> <p><u>Report:</u></p> <p>On the sociali the chief cour the decade fol</p> <p>What are the a tages of a neg with a dictate</p>

247

SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Report:

Why might Britain be justified in feeling that its fleet must be far superior to any other in Europe?

For each of the basic causes of World War I, tell to what extent the peace treaties (1) eliminated it, or (2) aggravated the situation.

Problem: A British statesman said in August, 1914, "The lamps are going out all over Europe, they shall not be lit again in our time." Explain how/why this was an accurate forecast.

Compare the terms of the Treaty of Versailles with those of the Treaty of Brest-Litovsk. Examine especially with reference to reparations, territorial changes, and the general turn of conciliation. What conclusions do you draw?

Using a time-line, show the length of time the Romanous, Hapsburgs, Hohenzollerns, and Osmanli ruled in their respective countries.

Report:

On the socialist movement in one of the chief countries in West Europe in the decade following World War I.

What are the advantages and disadvantages of a negotiated peace as compared with a dictated peace?

ADINGS

A. V. MATERIALS

TEACHER'S NOTES

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES

SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Report on the Stimson Doctrine.

- (a) Who was Henry L. Stimson?
- (b) What was the Stimson Doctrine?
- (c) Did the Japanese seizure of Shanghai affect the acceptance of the Stimson Doctrine? If so, why?
- (d) When did the League of Nations adopt resolutions that incorporated the Stimson Doctrine?
- (e) What was the immediate result of the League's action?

Study in depth on topic of Neutrality vs. Involvement, 1935-41.

- (a) What were the key provisions of the Neutrality Acts of 1935, 1936, and 1937?
- (b) What did FDR propose in his quarantine speech in October, 1937?
- (c) What was the Wadsworth resolution, 1938? Why did President Roosevelt oppose it?
- (d) What were the principal provisions of the Naval Expansion Act, 1938?
- (e) What was the Declaration of Panama, 1939? The Act of Havana, 1940?
- (f) What was the Burke-Wadsworth Bill, 1940?
- (g) What did the Lend-Lease Act of 1941 provide?

READINGS

A. V. MATERIALS

TEACHER'S NOTES

--	--	--

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
4. The Weimar Republic	Mutual security	(h)
F. Post-War Diplomacy	Depression	(i)
	Boom	(j)
	Bust	Compare after U.S.
1. Treaties		Report
2. League of Nations	Inflation	What we making Confere made in
G. Crisis of Capitalism	Interdependence	Explaining tion. establish square
1. War debts and reparations	Understand that in an age of interdependence "economic nationalism" is no longer a desirable trait of a nation's foreign policy.	Why did fuse to Peace G sonality
2. The "Great Depression"		You might the foll "...Then struggle thousand have to are nece freedom
	Dole	
	Deficit spending	

250

ED SETTING

CONCEPTS/OBJECTIVES	ACTIVITIES
Mutual security	(h) When, where, and why did President Roosevelt state the Four Freedoms? What were they?
Depression	(i) How and why did the U.S. aid Great Britain during 1940-41?
Boom	(j) What was the Atlantic Charter? Why was it significant?
Bust	Compare the change wrought in Germany after the war with the change in the U.S.
Inflation	<u>Report:</u> What were the two main motives in re-making the map of Europe at the Peace Conference? What boundary changes were made in western and northern Europe?
Interdependence	Explain the origin of the Polish question. Why was the Polish Corridor established? How did these settlements square with the 14 points of Wilson?
Understand that in an age of interdependence "economic nationalism" is no longer a desirable trait of a nation's foreign policy.	Why did the United States Senate refuse to ratify the treaties made at the Peace Conference? What role did personalities play?
Dole	You might ask the students to discuss the following statement by Wilson: "...There will come sometime...another struggle in which not a few hundred thousand fine men from America-will have to die, but as many millions as are necessary to accomplish the final freedom of the peoples of the world..."
Deficit spending	

READINGS

A. V. MATERIALS

- (C) Snyder. The Weimar Republic.
- (C) **European Issues in the 20th Century. No. 2. Rinehart.
- (L) The Record of Mankind. Chapter 21. Heath.
- (C) **American Foreign Policy. No. 8. Scott-Foresman.
- (C) **Viewpoints, USA. p. 254. American Book Company.
- (C) **Woodrow Wilson and the League of Nations. Scholastic.
- (C) Woodrow Wilson and the Great Betrayal. Quadrangle Books.
- (C) America's Rise to World Power. Chapter 6. Dulles.
- (C) Diplomatic History of the American People. Chapter 41. T. Bailey
- (C) Readings in American History. Vol. II, Chapter 9. Cotner. Houghton-Mifflin

Transparency:

Fenton-Wallbank No. 30065
"Wilson at the Territorial Settlement at Versailles"

Film:

"Building the Peace: World War I" McGraw-Hill

(For additional films, see guide, Causes of War)

Transparency:

"What Caused the Rise of Hitler?"
Fenton-Walbank No. 33067

A. V. MATERIALS

TEACHER'S NOTES

Transparency:

Fenton-Wallbank No. 30065
"Wilson at the Territorial
Settlement at Versailles"

Film:

"Building the Peace: World War
I" McGraw-Hill

(For additional films, see guide,
Causes of War)

Transparency:

"What Caused the Rise of Hitler?"
Fenton-Walbank No. 33067

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
IV. <u>Interwar Relations</u>	New Deal	<u>Report:</u> What was treaties ference, i return of in the 19 Germany a borders "
A. Disarmament		
B. Economic and military security		<u>Report:</u> Trace the 1920's, a to outlaw
C. U. S. Policy		<u>Working f</u> (a) Wh A
D. Foreign policy of the Weimar Republic	Develop skill in recog- nizing cause and effect relationships.	(b) Wh Ke we (c) Ho Wh se of
1. The Rapallo Pact, 1922		
2. French Occupation of the Ruhr		<u>Problem:</u> What are s seem to pl
3. Dawes Plan		

SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

New Deal

develop skill in recognizing cause and effect relationships.

Report:

What was provided by the principal treaties made at the Washington Conference in 1921? Account for the return of the old system of alliances in the 1920's. By what pacts did Germany agree to accept the western borders "dictated" at Versailles?

Report:

Trace the disarmament movement of the 1920's, and 1930's, and the attempts to outlaw the war.

Working for Peace:

- (a) Who were Frank B. Kellogg and Aristide Briand?
- (b) What was the purpose of the Kellogg-Briand Pact? What were its provisions?
- (c) How many nations signed it? Which nations signed with reservations? What were some of the major reservations?

Problem:

What are some of the difficulties that seem to plague disarmament?

READINGS

A. V. MATERIALS

- (C) Living American Documents.
"The Kellogg-Briand Peace
Pace" Harcourt-Brace
- (C) Snyder. The Weimar
Republic. Anvil Books.
- (C) Anderson, Eugene.
European Issues in the
20th Century. p. 41.

A. V. MATERIALS

TEACHER'S NOTES

documents.
and Peace
race

ar
Books.

the
41.

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES					
4. Lucarno Pact		<div>Chart:</div> <div><div>Disarma</div><table><tr><th>Date</th><th>Place Discu</th></tr><tr><td></td><td></td></tr></table></div>	Date	Place Discu		
Date	Place Discu					
5. Russo-German Treaty						
6. League of Nations		<div>Report:</div> <div>What were the Good Neighbor America as ev Hull? Consid ciples and sp evolved from</div> <div>Why was the by Germans a postwar isol</div> <div>Problem No. Worl Inte Peac</div> <div><div>Problem No.</div><div>Auth</div></div>				

260

-126-

WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Chart:

<u>Disarmament Attempts</u>			
Date	Place Arms Discussed	Arms Limitations Achieved	Fail-ures

Report:

What were the principal features of the Good Neighbor Policy toward Latin America as evolved by FDR and Cordell Hull? Consider both general principles and specific actions that evolved from them.

Why was the Treaty of Rapallo hailed by Germans as the end of the nation's postwar isolation?

Problem No. 4: "Germany's Role in World Affairs: National Self-Interest or Cooperation for Peace?"

Problem No. 7: "Germany Must Choose: Authoritarianism or Democracy?"

READINGS

A. V. MATERIALS

TEACHER'S NOTES

Anderson, Eugene.
European Issues in the
19th Century. p. 106.
 Lanehart.

Basic Text: Chapters
 and 39.

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
V. <u>World War II</u>		
A. Pre-War Relations	Totalitarianism	Count Russi Italy Germa Japan
1. U. S. Role	"Stimson Doctrine"	
a. Far East	Understand why an American historian has called American diplomacy of the 30's "tin-whistle diplomacy."	Ag Sovi Ital Germ Japa
b. South America		
c. Europe		Suita listed on the swasti aggres while the ag
Neutrality Laws 1935-'37-'39		Report Trace and th Doctri

263

ORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Totalitarianism

"Stimson Doctrine"

Understand why an American historian has called American diplomacy of the 30's "tin-whistle diplomacy."

Country	Conditions That Made Possible Rise of Dictator	Methods of Seizing Power	Policies Followed Thereafter
Russia			
Italy			
Germany			
Japan			

Aggressor Nations	Acts of Aggression
Soviet Russia	
Italy	
Germany	
Japan	

Suitable symbols for each of the countries listed on the preceding page may be drawn on the board (hammer and sickle, fasces, swastika, rising sun) and the scenes of aggression may be located on a wall map while the students place the symbols of the aggressors on outline maps.

Reports:

Trace the growing tension between Japan and the United States from 1931 (Stimson Doctrine) to 1941 (Pearl Harbor).

READINGS

A. V. MATERIALS

- (C) **American Foreign Policy. No. 9,10.
Scott-Foresman.
- (L) Rise of the American Nation. Vol. II, 1968.
pp. 569-575. (Readings on America's Role in World War II)
- (L) American History Illustrated.
November, 1966 - "Hiram Johnson of California"
Viking Press. Men of Power.

Film:

"The Second World War: Prelude to Conflict" EBF

Filmstrip:

"America in World War II" 973.9(9) CFS H.S.

Transparency:

"U.S. History Transparency Master" Sets No. 72, 73, 74.

Record:

"I Can Hear it Now" No. 118

Records:

New York Times - No. 356

Pearl Harbor
Draft
Lindbergh
British Support U.S.
Japanese Peace Envoys
"Day of Infamy"
Surrender

A. V. MATERIALS

TEACHER'S NOTES

Film:

"The Second World War: Prelude
to Conflict" EBF

Filmstrip:

"America in World War II"
973.9(9) CFS H.S.

Transparency:

"U.S. History Transparency Master"
Sets No. 72, 73, 74.

Record:

"I Can Hear it Now" No. 118

Records:

New York Times - No. 356

Pearl Harbor
Draft
Lindbergh
British Support U.S.
Japanese Peace Envoys
"Day of Infamy"
Surrender

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
<p>2. Western Europe</p> <p>a. Appeasement Era</p> <p>b. Hitler's Diplomatic Successes</p> <p>B. War-Time Diplomacy</p>	<p>Appeasement</p> <p>Total War</p>	<p>Each student discussion by attitude in the Ne with the transgres</p> <p>The student ing American World War the teaching headings national the shift neutralit belligere issues to Act of 19 troyers, of the Atl</p>
<p>1. United States' Quest for Neutrality, then Security</p> <p>2. Allied Agreements</p> <p>a. Strategy</p> <p>b. Post-War World</p>	<p>Understand the effect of geography on international relations.</p>	<p>Geography World War geography, in location, area, and plain each</p> <p>---Why diff</p> <p>---Why vade</p> <p>---Why diff agai agai</p> <p>---Why on P were Stat</p>

267

WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Appeasement

Total War

Understand the effect of geography on international relations.

Each student should prepare for class discussion by comparing and contrasting the attitude of the United States as shown in the Neutrality Acts of 1935 and 1937 with the policy of Woodrow Wilson toward transgressions of neutral rights.

The students should read materials covering American foreign policy prior to World War II. Then, using the chalkboard the teacher should list, under the headings "isolationists" and "internationalists," the arguments relative to the shift in American policy from strict neutrality to the status of a non-belligerent ally of Great Britain. Key issues to be considered are: Neutrality Act of 1939, transfer of American destroyers, Lend-Lease Act of 1941, Battle of the Atlantic, and the Atlantic Charter.

Geography played an important part in World War II. How do the facts of geography, including such characteristics as location, climate, natural resources, area, and surface features, help to explain each of the following statements?

- Why did Great Britain find it difficult to help Poland?
- Why was Germany unable to invade the British Isles?
- Why did Germany find it more difficult to launch an attack against Soviet Russia than against France?
- Why did Japan consider an attack on Pearl Harbor vital if she were to strike at the United States?

266

READINGS

A. V. MATERIALS

(C) **European Issues in the 20th Century. No. 9.

(C) **32 Problems in World History. No. 30.

(C) **Appeasement in the 1930's. Scholastic.

Film:

"True Glory"

BIS

"Battle of Britain" United World Films

(L) Day of Infamy. Lord.

(C) Living American Documents.
"FDR's 'Four Freedoms' Speech, 1941"; "The Atlantic Charter"
Harcourt-Brace.

(C) Readings in American History. Vol. II, Ch. 12.
Ch. 12. Cotner.
Houghton-Mifflin.

Filmstrip:

"An Uneasy Postwar Period"
973.9(6)

H.S.

A. V. MATERIALS

TEACHER'S NOTES

Film:

"True Glory" BIS

"Battle of Britain" United
World Films

Filmstrip:

"An Uneasy Postwar Period"
973.9(6) H.S.

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
C. Post-War Diplomacy		<p>---Why did the United Nations fail to stay?</p> <p>---Why did Rumania?</p> <p>---Why did the great powers fail to deal with Japan?</p> <p>Report on War World War II and the Prime Minister met from time to time heads of other nations to establish war military strategy postwar settlement</p> <p>(a) List of major powers and their interests</p> <p>(1) United States</p> <p>(2) Great Britain</p> <p>(3) France</p> <p>(4) Soviet Union</p> <p>(5) China</p> <p>(6) India</p> <p>(7) Japan</p> <p>(8) Australia</p> <p>(9) Canada</p> <p>(10) New Zealand</p>
1. Peace Treaties		
2. UN Organized		
3. North Atlantic Treaty Organization Organized		
4. Pacific Area	Collective security	
a. SEATO		
b. Anzus		

SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

- Why did many Americans feel that the United States might be able to stay out of the war?
- Why did Germany wish to conquer Rumania?
- Why did the United States expect great difficulty in invading Japan?

Report on Wartime Conferences. During World War II the President of the U.S. and the Prime Minister of Great Britain met from time to time, sometimes with heads of other allied states, to establish war aims, to determine allied military strategy, and to lay plans for postwar settlements.

- (a) List the heads of state in attendance and summarize the major decisions and/or agreements at each of these conferences

- (1) Washington, 1941
- (2) Casablanca, 1943
- (3) Washington, 1943
- (4) Quebec, 1943
- (5) Cairo Conference, 1943
- (6) Teheran, 1943
- (7) Second Cairo Conference, 1943
- (8) Quebec, 1944
- (9) Yalta, 1945
- (10) Potsdam, 1945

Collective security

READINGS

A. V. MATERIALS

Hiroshima: A Study in Science, Politics, and the Ethics of War.
Heath.

- (C) **American Foreign Policy
Nos. 11, 12. Scott-Foresman

Basic Text: Chapter 41.

- (C) The Human Adventure No. 10. Harcourt-Brace.

- (C) Readings in American History. Vol. II, Ch. 13
Cotner. Houghton-Mifflin.

- (L) Bingham, J. U Thant.

- (L) Rise of the American Nation. Vol. II, 1968.
pp. 721-737. (Readings on America's Foreign Policy and Challenges and Goals).

Films:

"The Occupation of Japan"
U of Indiana

"The United Nations Organization for Peace" U of Illinois

"NATO Action for Defense" UW

"Policing Germany" U of Ill.

"Aftermath of World War II"
U of Illinois

Transparency:

U.S. History Transparency
Masters No. 75, 77.

A. V. MATERIALS

TEACHER'S NOTES

Films:

"The Occupation of Japan"
U of Indiana

"The United Nations Organization
for Peace" U of Illinois

"NATO Action for Defense" UW

"Policing Germany" U of Ill.

"Aftermath of World War II"
U of Illinois

Transparency:

U.S. History Transparency
Masters No. 75, 77.

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES

276

LD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

- (b) Suggest reasons why there were so many in 1943.
- (c) At which conferences were agreements made which contributed to the development of major international problems in postwar years? What were these problems and when and why did they arise?
- (d) Which, if any, of the problems referred to in (c) above are yet unsolved?

Report on a dictator

- (a) When was Benito Mussolini forced to resign? Who succeeded him?
- (b) When and why did Italy declare war on Germany? What effect did this action have on the military situation in Italy?
- (c) What happened to Mussolini?

Explain some of the attempts made to improve relations between Latin America and the United States during this century.

References:

- (a) Canfield, Leon H. and Howard Wilder. Making of Modern America. Houghton-Mifflin, 1954.
- (b) Muzzey, David S. and Arthur S. Link. Our American Republic. Ginn, 1963.
- (c) In Compton's and World Book see "Latin America"

READINGS

A. V. MATERIALS

TEACHER'S NOTES

--	--	--

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES
---------	---------------------

--	--

E WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Foreign problems became critical between the two world wars. What made the American people turn from isolationism and again fight tyranny in Europe?

References:

- (a) Graff, Henry F. and John A. Krout. Adventure of the American People. Rand, 1959.
- (b) Ver Steeg, Clarence L. The American People: Their History. Row, 1961.
- (c) In Compton's see "U.S. History, Part 7" and in World Book see "United States, History of."

Report:

Diplomatic attempts to halt aggression in the 30's.

The Axis powers claimed that, as "have-not nations," they had to resort to war to secure the natural resources they lacked. How would you have answered this argument?

Should an amendment be passed similar to the Ludlow amendment requiring a national referendum for a declaration of war except in time of invasion?

By placing an embargo on oil and metal exports to Japan, the United States placed Japan in the position of having to choose between abandoning the conquest of China, or attempting a quick victory before its war supplies were depleted. Should the U.S. have compromised to avoid war?

READINGS

A. V. MATERIALS

TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES
---------	---------------------

--	--

THE WORLD SETTING

CONCEPTS/OBJECTIVES	ACTIVITIES
	<p>Organize committees to represent Germany, Italy, and Japan. Each committee is to tell why the nation it represents found itself at war with the United States in World War II.</p> <p>Why is there a Cold War in progress?</p> <p><u>References:</u></p> <ul style="list-style-type: none">(a) In <u>A Concise Dictionary of American History</u>, see "Cold War", p. 205.(b) In <u>Brittanica Junior Encyclopedia</u> see "International Relations; in <u>World Book</u>, see "Cold War." <p>Explain how each of the following, as part of our defense against communism, has helped to meet its challenge in the democracies: Truman Doctrine, Marshall Plan, NATO, Common Market, SEATO.</p> <p><u>References:</u></p> <ul style="list-style-type: none">(a) Gavian, Ruth W. and W.A. Hamm. <u>United States History</u>. Heath, 1960.(b) Muzzey, David S. and Arthur S. Link. <u>Our American Republic</u>. Ginn, 1963.(c) Look for individual articles on these alliances in the encyclopedias.

READINGS

A. V. MATERIALS

TEACHER'S NOTES

--	--	--

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES
VI. <u>United States Commitments</u> <u>in the Post War World -</u> <u>1950 to Present</u>	The security of the United States depends to a large extent upon a strong, stable and unified Western Europe.
A. Break with USSR divides Europe	Cold War
1. The stake for the United States	Marshall Plan
2. Meeting the challenge of Communism meant world-wide responsibility	NATO
3. Deadlock over control of atomic energy	Berlin airlift
4. The race in space	Baruch Plan
5. Summit conferences	Truman doctrine
	Eisenhower doctrine
	Satellite countries
	Iron curtain

285

THE WORLD SETTING

	CONCEPTS/OBJECTIVES	ACTIVITIES
ements d -	The security of the United States depends to a large extent upon a strong, stable and unified Western Europe.	<u>Working for Peace</u> a. If a nation faced by aggression wants "peace at any price," might it lose its freedom? Explain. b. Give examples of nations that have remained neutral during World Wars. How and why were they able to remain neutral? Did their neutrality in any way diminish their freedom? c. Give examples of nations that have gone to war to preserve their freedom.
divides	Cold War	
r the s	Marshall Plan	
	NATO	The Truman Doctrine was the opposite of the Monroe Doctrine. Give reasons why you agree or disagree.
ant esponsi-	Berlin airlift	Describe ways in which the "iron curtains" hold back progress.
	Baruch Plan	Contribute clippings or illustrations for a bulletin board exhibit on "Steps Taken by the U.S. to Combat the Spread of Communism."
r tomic	Truman doctrine	Compare SEATO and NATO
	Eisenhower doctrine	List UN achievements. List UN failures.
space	Satellite countries	
erences	Iron curtain	How has the Cold War changed Americans? When we maintain security checks and government secrecy, keep a large armed force active, and give billions of dollars to foreign nations, are the results worth the costs? See Ransom, <u>Can American Democracy Survive the Cold War?</u>

READINGS

A. V. MATERIALS

- (C) American Foreign Policy
Scott-Foresman.
Problems 11, 12, 13, 14.

The United States and the Soviet Union. 1917-1965.
Heath.

The Cold War from Yalta to Cuba. Winks.

- (C) American Foreign Policy since World War II.
Spanier.

- (C) A Sense of the Past.
Section 33. Arnoff.

- (C) **Federal, Allen.
Viewpoints, U.S.A. pp.
314-320.

Schlesinger, A.M., Jr.
A Thousand Days.

Agar, H. The Price of Power

- (C) Living American Documents.
"The Truman Doctrine" and
"The Marshall Plan"

The Cold War: Containment and Its Critics.

- (C) Readings in American History. Vol. II, Ch. 15.
Cotner. Houghton-Mifflin.

Films:

"Not So Long Ago"
NBC - McGraw
MP - U of Indiana

"Aftermath of World War II. Prologue to the Cold War."
MP - McGraw-Hill

"Atomic Energy Problems of Control"
FS - McGraw-Hill

"Berlin Airlift" MP TFC

"The Cold War, 1946-1953."
MP McGraw-Hill

"The Marshall Plan"
FS New York Times

Filmstrip:

"Momentous Decade: the Fifties"
973.9(12) H.S.

"Dwight D. Eisenhower" Pt. I, II
973.9(2) H.S.
973.9(3) H.S.

"The Race for Space"
FS New York Times

"Twelve Nations Sign the North Atlantic Pact"
INP - United World

"Two-Thirds of Mankind - Four Point Program" FS New York Times

A. V. MATERIALS

TEACHER'S NOTES

:
 "So Long Ago"
 McGraw
 U of Indiana

 "Armageddon of World War II. Pro-
 to the Cold War."
 McGraw-Hill

 "Atomic Energy Problems of Con-
 McGraw-Hill

 "Main Airlift" MP TFC

 "Cold War, 1946-1953."
 McGraw-Hill

 "Marshall Plan"
 New York Times

 "trip:
 "Tentative Decade: the Fifties"
 (12) H.S.
 "The D. Eisenhower" Pt. I,II
 (2) H.S.
 (3) H.S.

 "Race for Space"
 New York Times

 "Five Nations Sign the North
 Atlantic Pact"
 - United World

 "The Future of Mankind - Four
 "The New York Times
 -141-

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
B. Far East	Peace Corps	<u>The Pro</u>
	"Brink of War"	a. How the Sta pol Asi has
1. Middle East tensions, 1956 and 1967.	Internal subversion	b. Doe sel
	The "U-2" incident	c. Doe tic it ans
2. Communists triumph in China	To realize that present world problems can be understood only by understanding their roots in the past.	1. On mil 195
3. Aggression leads to "Hot War" (Korea)	To investigate the causes and nature of the cold war.	2. In maj vie tic
4. Sino-Soviet break	To see how the United States has attempted by various programs of military and economic aid to combat the spread of communism.	3. Deb Ame suc ven
5. S. E. Asia	To realize that the cold war has been felt in Europe, Latin America, the Middle East, and Asia, and to see how a cold war may become a shooting war.	<u>Problem barreled restore military Communis to follo</u> It has b in space for the Examine

WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Peace Corps

"Brink of War"

Internal subversion

The "U-2" incident

To realize that present world problems can be understood only by understanding their roots in the past.

To investigate the causes and nature of the cold war.

To see how the United States has attempted by various programs of military and economic aid to combat the spread of communism.

To realize that the cold war has been felt in Europe, Latin America, the Middle East, and Asia, and to see how a cold war may become a shooting war.

The Principle of Self-Determination

- a. How has self-determination affected the foreign policy of the United States? Give examples of this policy especially as applied in Asia and Africa. How successful has this policy been?
- b. Does the United States always favor self-determination? Why? Why not?
- c. Does the principle of self-determination have as much influence today as it did a decade ago? Explain your answer.

1. On a world map show where American military forces were involved in the 1950's and 1960's.
2. In a two-columned analysis, list major Democratic and Republican views on major questions of politics and economics since 1948.
3. Debate: Resolved, that after 1950 American foreign policy generally succeeded in its objective of preventing the spread of Communism.

Problem: The United States' double-barreled program of (1) economic aid to restore war-torn countries and (2) military aid and alliances to contain Communism was the only logical course to follow. (Give pros and cons.)

It has been argued that Russian triumphs in space missiles constituted a triumph for the Russian educational system. Examine this argument.

READINGS

A. V. MATERIALS

The United States and
China in the Cold War.
Heath

(C) Feis, H. China Tangle.

Filmstrips:

"United Nations Filmstrips"
FS United Nations

"Atomic Age and the Challenge
of Communism"
973.9(10) CFS

"The Korea Story"
MP United World

"Nightmare in Red"
University of Illinois

"Why Korea"
TFC U of Minn.

A. V. MATERIALS

TEACHER'S NOTES

Filmstrips:

"United Nations Filmstrips"
FS United Nations

"Atomic Age and the Challenge
of Communism"
973.9(10) CFS H.S.

"The Korea Story"
MP United World

"Nightmare in Red"
University of Illinois

"Why Korea"
TFC U of Minn.

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
C. Africa and Latin America	New isolationism	The
		1.
1. Suez Crisis	Understand that the U.S. can no more deny its economic aid and protection to people in Korea, South Viet Nam, Philippines, than it can deny aid to the poor in Chicago, New York or Los Angeles; that is, if it is as genuinely concerned with humanitarian ideals as we would like to believe.	2.
2. The Congo		3.
3. Troubled Americas		
	To continue to gain skill in use of the maps and graphs.	Repe On h War tary coop
	<u>The Principle of Self-Determination</u>	Comp fore that
	(a) The meaning of self-determination	Cons by a prog are Ameri
	(b) The effects of self-determination	
	(c) Self-determination and foreign policy	Gathe ment comm with U. S.

LD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

New isolationism

Understand that the U.S. can no more deny its economic aid and protection to people in Korea, South Viet Nam, Philippines, than it can deny aid to the poor in Chicago, New York or Los Angeles; that is, if it is as genuinely concerned with humanitarian ideals as we would like to believe.

To continue to gain skill in use of the maps and graphs.

The Principle of Self-Determination

- (a) The meaning of self-determination
- (b) The effects of self-determination
- (c) Self-determination and foreign policy

The Space Age

1. What is the meaning of the term "inter-planetary space?"
2. What interplanetary space probes have been attempted by the United States? By the Soviet Union? Which have been successful? What new scientific information did they provide?
3. What future interplanetary space probes are planned by the United States? What problems must be solved to assure that these probes will be successful?

Report:

On how Japan has prospered since World War II under an umbrella of U.S. military protection and economic aid and cooperation.

Compare and contrast the United States foreign policy after World War I with that after World War II.

Consider the following statement made by a newsmen on a nationally telecast program, "The people of South Viet Nam are not worth the life of one single American soldier."

Gather literature from the U.S. Department of State supporting the U.S. commitment in South Viet Nam. Compare with the contentions of those opposing U. S. involvement there.

READINGS

A. V. MATERIALS

Goldschmidt, W. The
United States and
Africa.

(C) **Ideas in Conflict.
Scott-Foresman.

...the world and to
...the world and to
...the world and to
...the world and to
...the world and to

Draper, T. Castroism.

Fraeger, J. The

Goldschmidt, W. The

United States and Africa.

Draper, T. Castro's
Revolution: Fraeger.

...the world and to
...the world and to
...the world and to
...the world and to
...the world and to

...the world and to
...the world and to
...the world and to
...the world and to
...the world and to

...the world and to
...the world and to
...the world and to
...the world and to
...the world and to

Film:

"Cuba: The Missile Crisis"
MP McGraw-Hill

A. V. MATERIALS

TEACHER'S NOTES

W. to The
and
abm
of
flict.

that
to
-il
fo
abm
aer

astroism.

W. The
and Africa.

astro's
Praeger.

add e
to "d
ed ou
mi y
:11A
.

and
noti

time
this
elev

Film:

"Cuba: The Missile Crisis"
MP McGraw-Hill

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
	<p>Today the term self-determination is commonly used with reference to emerging nations. An understanding of the principle and its effects is essential to intelligent consideration of world problems and of United States foreign policy. The principle of self-determination and its effects might be the focus of this study.</p>	<p><u>The Principle</u></p> <ol style="list-style-type: none"> 1. How force deter degree satel 2. In wh deman preva have have 3. In te tion help Expla possi <p><u>Problem:</u> and the the Far E</p> <p>Examine ministrat Truman ov than tota Winks, Th Cuba. p</p> <p>Do you a remove M Explain</p> <p><u>Problem:</u> reasons ward and world?</p>

296

ETING

CONCEPTS/OBJECTIVES

ACTIVITIES

ay the term self-
termination is common-
used with reference
emerging nations.
understanding of the
nciple and its
ffects is essential to
elligent consideration
world problems and of
ted States foreign
icy. The principle
self-determination
its effects might
the focus of this
ady.

The Principle of Self-Determination

1. How far has the Soviet Union been forced by demands for self-determination to grant varying degrees of autonomy to its satellite countries? Give examples.
2. In what parts of the world are demands for self-determination most prevalent? Why? To what degree have such demands been met? What have been the results?
3. In today's world can self-determination be both harmful as well as helpful in keeping world peace? Explain your answer as fully as possible.

Problem: Compare the spread of Communism and the reasons for it, in Europe and in the Far East.

Examine the charge that the Truman administration "lost" China, or that Truman ought not to have settled for less than total victory in Korea. Sources: Winks, The Cold War: From Yalta to Cuba. p. 53 - 70.

Do you agree with Truman's decision to remove MacArthur from his command? Explain

Problem: To what extent and for what reasons has the United States aided backward and under-developed areas of the world?

READINGS

A. V. MATERIALS

TEACHER'S NOTES

--	--	--

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
	Alliance for Progress	<p>Read Wink Cuba. p. of the ba "Resolved recognize ening.</p> <p>What are agreement strategie USSR and</p> <p><u>Report:</u></p> <p>By giving to the cl</p> <p>Did Castr disagree Doctrine?</p> <p>Resolved: ordered U Cuba and</p> <p>Prepare a Foreign F low will the end o direct yo</p> <ol style="list-style-type: none"> 1. A 2. Th 3. Th

300

G

OBJECTIVES

ACTIVITIES

ance for Progress

Read Winks, The Cold War: From Yalta to Cuba. p. 36 - 73, for an understanding of the background. A class debate, "Resolved: The United States should recognize Red China" could be enlightening.

What are the several points of disagreement in philosophy, policies, strategies, and tactics, between the USSR and Communist China?

Report:

By giving historical examples, explain to the class the difference between:

- a. sphere of influence
- b. colony
- c. protectorate
- d. trusteeship

Did Castro's rise to power in Cuba disagree with principles of the Monroe Doctrine?

Resolved: President Kenedy should have ordered United States forces to invade Cuba and remove the Russian missiles.

Prepare a written report on American Foreign Policy. The topics listed below will serve as guides. Questions at the end of each chapter will help to direct your research.

1. A policy of isolation
2. The Monroe Doctrine
3. The Open-Door Policy

3
2
1
READINGS

A. V. MATERIALS

TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	AC
		4. Partic wars 5. Leader
VII. <u>Contemporary West Germany</u>	To learn the reasons for the economic resurgence.	Make a map of especially West and Berlin.
A. Economic recovery from World War II	To recognize the influence of geographical factors.	How was it possible to recover so quickly after World War II?
1. Effects of the Marshall Plan	Refugee problem	Contrast the policies of the governments of the victors and the vanquished.
2. Contrast to the post World War I period	To see why there was no peace treaty after World War II.	Compare the treatment of Germany with that of the Central Powers after World War I.
	United States of Europe	Compare the development of the European Community with that of the United States.
B. Government and politics transition in form from the Third Reich to the Federal Republic of West Germany	Nuremberg trials	Compare the Court of the Great Masters with the Nuremberg trials.
	Bonn	Do you think the program for defeat has been followed?
1. The Adenauer administration	To show the changes from the Weimar Republic to the Nazi era, to the Federal Republic	Do you think the U.S. to give aid to a former enemy?

303

SETTING

CONCEPTS/OBJECTIVES	ACTIVITIES
	<p>4. Participation in two world wars</p> <p>5. Leadership of the free world</p>
To learn the reasons for the economic resurgence.	Make a map of western Europe showing especially West Germany, East Germany, and Berlin.
To recognize the influence of geographical factors.	How was it possible for West Germany to recover so rapidly from World War II?
Refugee problem	Contrast the basic concepts of the governments of East and West Germany.
To see why there was no peace treaty after World War II.	Compare the treatment of defeated Germany with that of defeated Japan.
	Compare the treatment of defeated Germany after World War I and World War II.
United States of Europe	Compare the development of Socialism in West Germany and the United States.
Nuremberg trials	Compare the Constitution of the Federal Republic with that of the United States.
Bonn	Do you think that the original program for defeated Germany should have been followed to the letter?
To show the changes from the Weimar Republic to the Nazi era, to the Federal Republic	Do you think that it was wise for the U.S. to give aid to West Germany, our former enemy?

READINGS

A. V. MATERIALS

- | | |
|--|---|
| <p>Connell, Brian. <u>A Watch on the Rhine.</u></p> <p>(C) Snyder and others. <u>Panorama of the Past.</u> Vol. II, Chapter 11. Houghton-Mifflin</p> <p>(L) "West Germany as a World Power. <u>Current History.</u> January, 1960.</p> <p>(L) <u>Current History.</u> "West Europe" November, 1963.</p> <p>(L) <u>Current History.</u> "European Common Market" April, 1963.</p> <p>(C) Lukacs, John. <u>A New History of the Cold War.</u> Third Edition. Anvil.</p> <p>Dawson, Christopher. <u>Understanding Europe.</u> (Image books)</p> | <p><u>Film:</u></p> <p>"Aftermath of World War II - Prologue to the Cold War" MP McGraw-Hill</p> <p>"The Revolution in Europe's Role in the World" MP NET Indiana Univ.</p> <p>"Trial at Nuremberg" MP CSB ; McGraw-Hill</p> <p>"Mr. Europe and the Common Market" MP CBS</p> <p>"East Germany: The Land Behind the Wall" MP Carousel</p> <p>"Divided Germany." FS Current Affairs Films</p> <p>"Berlin: Outpost of Freedom" MP Alemann</p> <p>"Berlin? Test for the West" MP EBF</p> <p>"Comeback for Germany" FS New York Times</p> <p>"Germany Today" MP MOT U of Indiana</p> <p>"Living in West Germany" FS SVE</p> |
|--|---|

A. V. MATERIALS

TEACHER'S NOTES

Film:

"Aftermath of World War II -
Prologue to the Cold War"
MP McGraw-Hill

"The Revolution in Europe's Role
in the World"
MP NET Indiana Univ.

"Trial at Nuremberg"
MP CSB ; McGraw-Hill

"Mr. Europe and the Common Mar-
ket" MP CBS

"East Germany: The Land Behind
the Wall" MP Carousel

"Divided Germany."
FS Current Affairs Films

"Berlin: Outpost of Freedom"
MP Alemann

"Berlin: Test for the West"
MP EBF

"Comeback for Germany"
FS New York Times

"Germany Today"
MP MOT U of Indiana

"Living in West Germany"
FS SVE

UNIT III: THE U. S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES
2. Handling the Nazi past	Yalta Conference
	Iron curtain
3. Anti-democratic movements	Berlin blockade
C. Foreign policy of West Germany	Berlin wall
	Potsdam Conference
1. Franco-German relations	Euratom
2. The possibility of reunification	Schuman Plan
3. Effects of the Cold War	To realize the changes which have taken place in Germany.
a. As a partner in NATO	To understand the German people and their concentration on re-building their country and of their post-war problems.
b. As a member of the UN	

ING

CEPTS/OBJECTIVES

ACTIVITIES

a Conference

How, when, and why was Germany divided into zones?

curtain

Do you think under her present policy that West Germany will become a threat to the peace of Europe?

in blockade

What has been the significance of the Krupp Works in German history?

in wall

What area in the U.S. compares to the Ruhr district?

dam Conference

What factors make West Germany a leading industrial nation?

tom

Prepare a pictorial map of West Germany showing by means of pictures or drawings the following:

man Plan

Natural resources

Industrial products

Agricultural products

Key industrial areas

Outstanding cultural and scientific centers

realize the changes
h have taken place
Germany.

nderstand the Ger-
people and their
centration on re-
ding their country
of their post-war
lems.

READINGS

A. V. MATERIALS

TEACHER'S NOTES

"Germany: A Family of the
Industrial Ruhr"
MP McGraw-Hill

"Germany Today"
943 CSF

"Germany: Key to Europe"
914.3 SF

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
c. Position in regard to Communism	The significance of Germany in the world community of nations.	Match noted 1. W 2. H 3. O 4. H 5. S 6. E
d. Rearmament	To develop an interest in American relations with Germany.	7. H 8. D 9. F 10. E 11. N 12. D
D. Present economic-social conditions and trends	To appreciate the technical and precision work for which Germany has always been famous.	
1. The European economic community		What a Should
2. Urbanization and industrialization		Compare U.S. and
3. Technical and scientific developments		Have the hindere Is Nazi
4. The labor movement		Show how for gre Compare and West tages t were re

LD SETTING

CONCEPTS/OBJECTIVES	ACTIVITIES
The significance of Germany in the world community of nations.	Match the cities with what they are noted for:
To develop an interest in American relations with Germany.	1. Weisbaden city of cathedrals
	2. Bonn unifersity town
	3. Cologne spas
	4. Heidelberg knives, scissors, etc.
	5. Solingen seaport
	6. Berlin birthplace of Beeth-oven
	7. Hamburg picture galleries
	8. Dresden former capital
	9. Frankfurt munitions center
1 To appreciate the technical and precision work for which Germany has always been famous.	10. Essen financial center
	11. Nuremberg river port
	12. Dusseldorf railroad center
	What are the goals of the Common Market? Should the U.S. be admitted?
	Compare the standard of living of the U.S. and West Germany.
	Have the European trade blocs helped or hindered a United States of Europe?
	Is Nazism dead in Germany?
	Show how Germany contains the essentials for greatness.
	Compare the economic products of East and West Germany to show the advantages that would accrue if the two were reunited.

READINGS

A. V. MATERIALS

TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
		<p>Write to Germany N.Y.) fo West Ger as to: world. e the U.S.</p> <p>Write at following</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31.

312

IN THE WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Write to the German Embassy or West Germany Information Bureau (New York, N.Y.) for current data on a particular West German industry. Compile a report as to: units produced, rank in the world, extent to which it is sold in the U.S.

Write at least one fact about the following people:

1. Daimler
2. Grimm
3. Bach
4. Beethoven
5. Brahms
6. Von Zeppelin
7. Bismarck
8. Kaiser William II
9. Lilienthal
10. Steinmetz
11. Richard Wagner
12. Schumann
13. Robert Wagner
14. Carl Schurz
15. Goethe
16. Handel
17. Mozart
18. Mendelssohn
19. Hitler
20. Von Hindenberg
21. Luther
22. Huess
23. Adenauer
24. Einstein
25. Rosa Luxemburg
26. Willy Brandt
27. Ed. Bernstein
28. Werner Von Braun
29. Krupp
30. Kurt Kiesinger
31. Richard Strauss

READINGS

A. V. MATERIALS

TEACHER'S NOTES

UNIT III: THE U.S. IN THE WORLD SETTING

CONTENT	CONCEPTS/OBJECTIVES	
		Draw
		1
		'2
		3
		4
		5
		6
		7.
		8.

315

THE WORLD SETTING

CONCEPTS/OBJECTIVES

ACTIVITIES

Draw a large map of Germany.

1. Show the four zones.
2. Put in the rivers Rhine, Elbe, Weser, Oder.
3. Locate the capital of the Federal Republic and the past capital of Germany.
4. Indicate the Black Forest
5. Show the valleys Saar, Rhine, Ruhr
6. Locate cities:
 - a. Coblenz
 - b. Nuremberg
 - c. Bremen
 - d. Stuttgart
 - e. Bayreuth
 - f. Frankfurt
 - g. Munich
 - h. Hamburg
 - i. Berchtesgaden
 - j. Dologne
 - k. Weisbaden
 - l. Krefeld
 - m. Heidelberg
 - n. Solingen
7. Locate Lake Constance.
8. Show the countries bounding Germany.

ADINGS

A. V. MATERIALS

TEACHER'S NOTES

CAUSES OF WAR

World War I - World War II - Vietnam

UNIT IV

UNIT IV: CAUSES OF WAR (World War I, World War II, Vietnam)

CONTENT	CONCEPTS/OBJECTIVES
---------	---------------------

I. Causes of World War I

A. Peace movements

1. Hague Conference

B. European outbreak

1. Background causes

a. Alliance systems

b. Rampant militarism

c. National jealousies

Imperialism

Nationalism

Internationalism

Militarism

Ultimatum

To understand that the causes of a major historical event such as World War I are usually very complex. To understand World War I, one must understand its roots in the past.

To understand the reasons for our entry into the war on the side of the Allies.

To realize the far-reaching effects of war.

Know the

Suss
Ball
Foun
Trip
Secr
Sara
Mobi
Trip

Discuss
range c
War I.

What was
U.S. ent
some way
been avo

Do you t
cause fo

Prepare
World Wa

Discussi
movement
prevent

Prepare a
revolutio
I.

War I, World War II, Vietnam)

CONCEPTS/OBJECTIVES

ACTIVITIES

Imperialism

Know the significance of:

Nationalism

Sussex pledge

Zimmerman note

Balkans

Iusitania

Fourteen Points

"Safe for Democracy"

Triple alliance

Reparations

Secret agreement

Kaiser Wilhelm II

Sarajevo

Czar Nickolas II

Internationalism

Mobilization

Clemenceau

Triple entente

Security

Inquiry

Militarism

Discuss the immediate causes and the long-range causes for the outbreak of World War I.

Ultimatum

What was the immediate cause for the U.S. entry into World War I? Suggest some way in which this cause might have been avoided.

To understand that the causes of a major historical event such as World War I are usually very complex. To understand World War I, one must understand its roots in the past.

Do you think the U.S. had sufficient cause for entering World War I? Why?

Prepare a report on secret treaties of World War I.

To understand the reasons for our entry into the war on the side of the Allies.

Discussion in class: "Why did the peace movements of the early 1900's fail to prevent war?"

To realize the far-reaching effects of war.

Prepare a report on the technological revolution and its relation to World War I.

READINGS

A. V. MATERIALS

Basic Text: Chapter 32, W.W. I;
 Chapters 38, 39, W.W. II;
 Chapter 41, Korea and Viet Nam

United States History.
 Chapter 21.

(C) **Causes of War. Scott-
 Foresman.

(C) **American Foreign Policy.
 Problems 7, 9. Scott-
 Foresman.

(C) Western Europe. Ch. 9,
 10. Scholastic.

(L) Guns of August.
The Proud Tower.
 Tuchman

From Imperialism to Iso-
lationism. Macmillan.

(C) Our World Through the
Ages. Ch. 21. Prentice-
 Hall. "Peace Movements
 to 1914"

(C) 32 Problems in World
History. No. 24, 25. **
 Scott-Foresman.

(C) A Sense of the Past.
"The War Erupts" Arnof.

(C) The Human Adventure.
 Vol. II. "Assassination
 of Archduke Franz Fer-
 dinand" Eisen.

(C) A Treasury of Great
Reporting. Snyder.

Films:

"Causes and Effects of World War
 I" Inter. Geog.

"Headlines of the Century" TFC

"Lost Battalion" McGraw-Hill

"The Secret Message That Plunged
 U.S. Into World War I." McGraw-Hill

"Woodrow Wilson" Film Classic
 Exchange

"World War I" EBF

"Yanks Are Coming" TFC

"Woodrow Wilson, the Spokesman
 for Tomorrow" McGraw-Hill

"World War I: The Background.
 The Early Days" Air Force
 (Free)

Transparency:

U.S. History transparency Masters
 Set 65

No. 1: "Causes of W.W.I

No. 2: "Causes of U.S. Entry"

No. 3: "Fourteen Points"

Filmstrip:

"Woodrow Wilson" Guidance Assoc.

A. V. MATERIALS

TEACHER'S NOTES

Films:

"Causes and Effects of World War I" Inter. Geog.

"Headlines of the Century" TFC

"Lost Battalion" McGraw-Hill

"The Secret Message That Plunged U.S. Into World War I." McGraw-Hill

"Woodrow Wilson" Film Classic Exchange

"World War I" EBF

"Yanks Are Coming" TFC

"Woodrow Wilson, the Spokesman for Tomorrow" McGraw-Hill

"World War I: The Background. The Early Days" Air Force (Free)

Transparency:

U.S. History transparency Masters Set 65

- No. 1: "Causes of W.W.I
- No. 2: "Causes of U.S. Entry"
- No. 3: "Fourteen Points"

Filmstrip:

"Woodrow Wilson" Guidance Assoc.

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES
d. Imperialism	To develop skills of analysis, fact-finding, and interpretation.
e. Leadership	To develop map skills.
2. Immediate causes	To realize that the U.S. is part of world history and events which occur in other parts of the world affect us.
a. German naval policy	To recognize the forces behind some of the events which have had far-reaching effects on American life.
b. Assassination at Sarajevo	
c. Mobilization	Blockade
C. U.S. Entry	Neutrality
1. Neutrality - Fact or Fiction?	Contraband
	Aggression
323 2. Background causes	

CONCEPTS/OBJECTIVES

ACTIVITIES

To develop skills of analysis, fact-finding, and interpretation.

Culminating exercise: Class written comment on "Wars do not solve problems; they merely create new ones."

To develop map skills.

See Teacher's Manual, page 321 for map activity.

To realize that the U.S. is part of world history and events which occur in other parts of the world affect us.

Chart:

Attempts by the U.S. to Keep Out of War

War	Attempts at Neutrality	Results
France vs. Europe, 1783-1800		
Napoleonic Wars		
World War I		

To recognize the forces behind some of the events which have had far-reaching effects on American life.

**See: The Lusitania: A Source Problem in American History.

Blockade

Compare the reasons for and the practices of imperialism of pre-World War I in Germany with those of England before the Revolutionary War.

Neutrality

Make a world map indicating colonial possessions and spheres of influence of the major powers prior to 1914.

Contraband

READINGS

A. V. MATERIALS

- (L) American Heritage
April, 1962; June, 1965
February, 1958
June, 1955
February, 1961
June, 1955
April, 1964.
- (C) Panorama of the Past.
Part 4. Houghton-Mifflin.
- (L) American Heritage
"Black Jack's Mexican
Goose Chase" June, 1962.
"The War to End War"
October, 1959.
"Still Quiet on the
Western Front" October,
1965.
"A Yank in the BEF"
June, 1965.
"Bloody Belleau Wood"
June, 1968
"When Gentlemen Prepared
for War" April, 1964.
- (C) Impressions of America.
Part 4. Harcourt-Brace.
- (L) Our World Through the
Ages. Ch. 22. Prentice-
Hall. (causes of W.W. I)
- May, E. The Coming of War.
Rand-McNally.
- (C) American Foreign Policy**
No. 7, 9. Scott-Foresman.

Transparency:

Rise No. 20

Chart:

First World War
Civic Ed. Suc.

1733 K St. N.W.
Washington, D.C. 20006

Film:

"World War I: Role of the U.S."
EBF

A. V. MATERIALS

TEACHER'S NOTES

Transparency:

Rise No. 20

Chart:

First World War

Civic Ed. Suc.

1733 K St. N.W.

Washington, D.C. 20006

Film:

"World War I: Role of the U.S."
EBF

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
a. Commerce-prestige	Balance of power	Suggested res tion with Vie having survey the major exp U.S. entry in a hypothesis to find facts refute the hy that agree an
b. Economic - cultural	To evaluate sources of information	
c. Propaganda		Study Wilson' and the Coven Nations. Com Charter.
3. Immediate causes		Use a world m volved in Wor areas involve
a. Submarine war		
	Covenant	Construct a cost of World terms of the Loss Nati War by Ways fi
b. Morality		
c. Self-interest		
	Total war	Understand t Blitzkrieg Danzig Polish Corri Munich Lend-Lease Atlantic Cha Convoy Unconditiona surrender War crimes
d. Other hypotheses		

327

328

PTS/OBJECTIVES

ACTIVITIES

of power

uate sources of
ation

Suggested research project in conjunction with Viewpoints, p. 252. After having surveyed, in Viewpoints, some of the major explanations advanced for U.S. entry into World War I, pick one as a hypothesis and search in the library to find facts that tend to support or refute the hypothesis. Examine books that agree and disagree.

Study Wilson's famous "Fourteen Points" and the Covenant of the League of Nations. Compare them with the U.N. Charter.

Use a world map to show the areas involved in World War I as compared with areas involved in World War II.

Construct a bar graph which compares cost of World War I and World War II in terms of the following:

Loss of lives
National War Debt
War debt owed to the U.S.
by other nations
Ways in which each was
financed.

nt

war

Understand the significance of:

Blitzkrieg	Crimes against humanity
Danzig	Quarantine Speech
Polish Corridor	Panay Incident
Munich	Operation Overlord
Lend-Lease	Yalta
Atlantic Charter	Potsdam
Convoy	Have-not nations
Unconditional	Island-hopping
surrender	America first
War crimes	

READINGS

A. V. MATERIALS

- (C) **Viewpoints U.S.A.
American Book Co.
- (C) **Case Studies in American History. No. 12 E.P.S.
- (C) Five Centuries in America.
Chapter 25.
- (L) U.S. History. pp. 524-525.
Scott-Foresman (war
chronology)
- The Day They Sank the Lusitania. Chidsley.
- (L) All Quiet on Western Front. Remarque
- (C) Paths of Glory Cobb
- (C) American Diplomacy 1900-1950. G.F. Kennan.
Chapter 4.
- (C) Readings in American History. Vol. II, Ch. 9.
Cotner. Houghton-Mifflin.
- "Buttons" Carl Sandburg.
- America's Entry into World War I: Submarines, Sentiment, or Security. Holt, Rinehart and Winston.
- Tuchman. The Zimmerman Telegram.
- (L) American History Illustrated. May, 1966 "The Second Battle of the Marne"; "A Company Commander's Story of the Battle"

A. V. MATERIALS

TEACHER'S NOTES

can

S.

Ca.

525.

que

bb

-

s-

in.

g.

old

ti-

u,

ra-

cond

A

ry

ERIC

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
D. Issues involved		Chart of Agg Aggressor
1. Publicly stated		USSR Italy Germany Japan
2. Secretly agreed		
E. Course of the War		Map Exercise On an outline name and color
II. <u>Causes of World War II</u>		1. Axis 2. Maxim 3. Allie 4. Neutr
A. Peace movements	Basic concepts: Japan became the first modern industrial nation in the Far East. However, her lack of raw materials and her desire to imitate the imperialism of the West led her into World War II. Hitler began with the goal of correcting the mistakes of the World War I peace, but appeasement encouraged him to go further.	Locate and 1. Atlantic 2. North S 3. Baltic 4. Mediter 5. Black S
1. League of Nations		Complete the Aggre
2. Disarmament movements		Aggressor Japan Italy Germany
3. Kellogg-Briand Pact	Total war	

332

CONCEPTS/OBJECTIVES

ACTIVITIES

Chart of Aggression:

Aggressor Nation	Acts of Aggression
USSR	
Italy	
Germany	
Japan	

Map Exercises:

On an outline map of the world, locate name and color:

1. Axis powers
2. Maximum area of Axis control
3. Allied powers
4. Neutral nations

Basic concepts:

Japan became the first modern industrial nation in the Far East. However, her lack of raw materials and her desire to imitate the imperialism of the West led her into World War II.

Hitler began with the goal of correcting the mistakes of the World War I peace, but appeasement encouraged him to go further.

Locate and name on a map of Europe:

- | | |
|----------------------|-----------------|
| 1. Atlantic Ocean | 6. Caspian Sea |
| 2. North Sea | 7. Adriatic Sea |
| 3. Baltic Sea | 8. Gibraltar |
| 4. Mediterranean Sea | 9. Crete |
| 5. Black Sea | 10. Malta |

Complete the following chart:

Aggression by the Dictatorships Before World War II

Aggressor	Victims	Dates
Japan		
Italy		
Germany		

Total war

READINGS

A. V. MATERIALS

- (L) The Road to War. W. Millis.
- (L) America Goes to War. Tonsill.
- Heritage of America. Chapter 34.
- (C) **32 Problems in World History. No. 30. Scott-Foresman.
- (L) Our World Through the Ages. Chapter 25. Prentice-Hall (Causes of W.W. II)
- (C) **European Issues in the 20th Century. No. 9.
- (L) American History Illustrated. February, 1967. "The Outstanding Soldier of the A.E.F."
- Basic Text: Chapters 38, 39.
- (L) United States History. Chapters 25, 26. Scott-Foresman.
- (C) **American Foreign Policy No. 10. Scott-Foresman.
- (C) Panorama of the Past. Vol. II, Ch. 9 Houghton-Mifflin.
- (C) Western Europe. Ch. 10. Scholastic.

Films:

- "World War II: Background and Causes" Coronet
- "The Second World War: Prelude to Conflict" EBF
- "The Second World War: Triumph of Axis" 940.53(1)
- "Allied Victory" 940.53(2)
- "The Rise of Adolf Hitler" McGraw-Hill
- "Twisted Cross" Indiana U
- "Rise and Fall of Nazi Germany" Indiana U
- "Chamberlain at Munich" Indiana U
- "Crisis at Munich" Indiana U
- "From Kaiser to Fuehrer"
- "Stalin" McGraw-Hill
- "The Week That Shook the World" Indiana U
- "Guilty or Not: The Nuremberg Trials" RKO

V. MATERIALS

TEACHER'S NOTES

II: Background and
Coronet

d World War: Prelude
t" EBF

d World War: Triumph
940.53(1)

ctory" 940.53(2)

of Adolf Hitler"
McGraw-Hill

ross" Indiana U

Fall of Nazi Germany"
Indiana U

in at Munich"
Indiana U

Munich" Indiana U

er to Fuehrer"
McGraw-Hill

That Shook the World"
Indiana U

Not: The Nuremberg
RKO

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
4. Lucarno Treaty	Appeasement	Describe world ships aggre
B. European outbreak	Aggression	Draw follo
1. Background causes	Neutrality	1.
	Propaganda	2.
a. Injusties in Versailles Treaty	Racism	3.
		4.
	Dictator	Map A
b. Appeasement policy	Air power	Locat a map
		1.
		2.
		3.
		4.
		5.
c. U.S. isolation from World political affairs	Atomic age	6.
		7.
		8.
		9.
	Diplomacy	10.
d. Adolf Hitler	Isolationism	You re Russia
		1.
	Totalitarianism	2.

336

CEPTS/OBJECTIVES

ACTIVITIES

sement

Describe the attempts by the rest of the world to halt aggression by the dictatorships before World War II. Why did aggression continue?

ssion

Draw a cartoon illustrating one of the following ideas:

ality

1. The rise of dictators threatened the Good Neighbor Policy.
2. The British and the French did little to halt German aggression in the 1930's.
3. Dunkirk stands for courage.
4. Science goes to war.

ganda

Map Activity:

or

Locate and name these major battles on a map of Europe and North Africa:

ower

1. Evacuation of Dunkirk (1940)
2. Air attack on Britain (1940-44)
3. Battle of El Alemein (1942)
4. Invasion of North Africa (1942)
5. Battle of Stalingrad (1942)
6. Invasion of Its'y (1942)
7. Battles of Moscow and Leningrad
8. Invasion of France
9. Battle of Berlin (1945)
10. Battle of Crete

e age

nacy

You read how dictatorships arose in Russia, Germany, Italy, and Japan.

tionism

1. Can you find any pattern which held true in all four countries?
2. In what countries in the world today do these conditions exist?

itarianism

READINGS

A. V. MATERIALS

(C) The Human Adventure.
Part 9. Harcourt-Brace

(C) Readings in World His-
tory. Stavrianos.
"Hitler's Plan for Con-
quest"; "Mussolini's
Plans for Conquest"; "The
Tanaka Memorial"; "The
Coming of World War II".

A Treasury of Great
Reporting. Snyder

While You Were Gone.
Simon and Schuster

Days of Infamy. Holt.

War for the World. Yale.

Brave Men. Holt.

A Soldier's Story. Holt.

Crusade in Europe.
Doubleday.

Hiroshima. Knopf.

American Heritage.
June, 1956
August, 1957
April, 1952
August, 1962.

Record:

"I Can Hear it Now"

Film:

"You Are There"

"December 7, 1941"

"The Surrender of Corregidor"

"D-Day, June, 1944"

"The Liberation of Paris"

"V-J Day"

"Victory in Europe" McGraw-Hill

A. V. MATERIALS

TEACHER'S NOTES

venture.
 Court-Brace
 World His-
 anos.
 n for Con-
 plini's
 quest"; "The
 al"; "The
 ld War II".
 Great
 nyder
 e Gone.
 uster
 y. Holt.
 orld. Yale.
 olt.
 tory. Holt.
 rope.
 nopf.
 tage.
 7
 2.

Record:
 "I Can Hear it Now"

Film:
 "You Are There"
 "December 7, 1941"
 "The Surrender of Corregidor"
 "D-Day, June, 1944"
 "The Liberation of Paris"
 "V-J Day"
 "Victory in Europe" McGraw-Hill

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
2. Immediate causes	Mutual security	The Axis not" nat war to s they lac answered
a. Russo-German Treaty August, 1939	Understand that some-times nations and people will go to extremes during times of hardship and insecurity.	How do y the Axis
b. German Attack on Poland September, 1939	To see how dictatorships arose after World War I and how their aggressive moves threatened world peace.	Geograph World Wa geograph tics as resource help to statemen
	To understand why the dictators were <u>not</u> stopped in their aggressive moves.	a. W b. W
	To trace the develop-ment of U.S. policy toward the aggressive actions of the dictators.	It is off "What mig compositi 1. In Br 2. In us 3. In Ru
	To examine the combina-tion of circumstances that led to our entry into the war.	
	To realize the far-reaching effects of the war.	

CONCEPTS/OBJECTIVES

ACTIVITIES

es	Mutual security	The Axis Powers claimed that as "have-not" nations, they had to resort to war to secure the natural resources they lacked. How would you have answered this argument?
an	Understand that some-times nations and people will go to extremes during times of hardship and insecurity.	How do you account for the successes of the Axis in the early days of the war?
39		
ack	To see how dictatorships arose after World War I and how their aggressive moves threatened world peace.	Geography played an important part in World War II. How do the facts of geography, including such characteristics as location, climate, natural resources, area, and surface features help to explain each of the following statements?
1939	To understand why the dictators were <u>not</u> stopped in their aggressive moves.	a. Why did Great Britain find it difficult to help Poland? b. Why was Germany unable to invade the British Isles?
	To trace the development of U.S. policy toward the aggressive actions of the dictators.	It is often interesting to think about "What might have happened." Write a composition using one of these ideas: 1. If Germany had invaded Great Britain after Dunkirk.... 2. If the atom bomb had not been used.... 3. If Hitler had not invaded Russia....
	To examine the combination of circumstances that led to our entry into the war.	
	To realize the far-reaching effects of the war.	

READINGS

A. V. MATERIALS

TEACHER'S NOTES

--	--	--

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES
	To understand that the causes of a major historical event are very complex.
	To realize that the U.S. is part of world history.
	To develop map skills.
	To develop skills of fact finding, analysis, and interpretation.
	To understand that sacrifice is often required in order to provide our basic security. This should be understood and appreciated.

343

CONCEPTS/OBJECTIVES

ACTIVITIES

To understand that the causes of a major historical event are very complex.

To realize that the U.S. is part of world history.

To develop map skills.

To develop skills of fact finding, analysis, and interpretation.

To understand that sacrifice is often required in order to provide our basic security. This should be understood and appreciated.

Problem:

Compare and contrast Germany's motives for marching in 1914 with Israel's in 1967. Compare and contrast the general public reaction in the U.S. at the time of each event. Give reasons for the apparent inconsistency in our attitude.

Report:

Try to justify the German acts of aggression prior to World War II. Make references to Versailles Treaty, economic needs, colonial injustices, revenge motive, "unfinished business" theme, territorial needs, race theories, Communist threat, super-nationalism.

Prepare a report, including maps and charts, on the subject of Soviet contributions to victory in World War II.

Compare the eight points of the Atlantic Charter with the Fourteen Points of Wilson's program for a peaceful world.

Interview adults who may recall some of the important events of the times with respect to the circumstances under which they became aware of them and the impression they made.

Have a committee report on the background, character, training for leadership, and wartime role of:

Churchill
Stalin
Chiang Kai-shek

FDR
Hitler
Mussolini

READINGS

A. V. MATERIALS

TEACHER'S NOTES

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES
C. U.S. entry	Rep Try sio ref tor nat
1. Neutrality - fact or fiction?	Prob At sent worl Toge the
2. Background causes	Try to W spec pres gand issu
a. Economic-cultural ties	Just prio refe mobi Alli tion
b. Propaganda	
c. Axis aggression	
2. Immediate causes	
a. "Help short of War"	
b. Pearl Harbor	

345

EPTS/OBJECTIVES

ACTIVITIES

Report:

Try to justify Japanese acts of aggression in the 1930's. Make specific references to economic needs, territorial desires, population pressures, national pride.

Problem:

At this point the dictatorships represented the most powerful forces in the world: Japan, Germany, and the USSR. Together they were unbeatable. How did the Allies emerge victorious?

Try to justify American policies prior to World War II regarding Japan. Make specific references to U.S. economic pressures, political pressures, propaganda, U.S. missions to China, moral issues, traditional U.S. policies.

Justify U.S. policy toward Germany prior to World War II. Make specific references to stopping totalitarianism, mobilization or world opinion, aid to Allies, "armed neutrality," traditional policies.

READINGS

A. V. MATERIALS

- (C) **Ideas in Conflict.
No. 10. Scott-Foresman.
- (C) **Viewpoints, USA.
p. 290. American Book Co.
- (L) **United States History.
Teacher's Resource Book.
Ch. 25, "The America
First Movement" Scott-
Foresman
- (C) Impressions of America.
Vol. II. See 3.
Harcourt-Brace.
- (C) A Sense of the Past.
No. 9. Macmillan.
- (L) "Did Roosevelt Start the
War?" Harper's. June,
1950. S.E. Morrison.

American Heritage

"Juneau..."
 "World War II.." August,
 1937.
 "Blimps in..." February,
 1959.
 "Marine Corps in..."
 February, 1959.
 "Seige of Wake Island"
 June, 1959.
 "Pearl Harbor: Who
 Blundered?" Feb., 1962.
 "God, Please Get Us Out
 of This" April, 1966.
 "The Fall of Corregidor"
 August, 1966.
 "Six Minutes that Changed
 the World" Feb., 1963.

For additional films on U.S.
 participation in the war, see
 film catalog of U.S. Air Force,
 Army, and Navy.

"Churchill - Man of the Century"

Film:

"Pearl Harbor" McGraw-Hill
 "Victory at Sea" EBF
 "World War II" (Prologue USA)
 EBF
 "Chester Nimitz Story" Air
 Force
 "December 7, 1941" McGraw-Hill
 "Hirohito" McGraw-Hill
 "Prelude to War" Illinois U

A. V. MATERIALS

TEACHER'S NOTES

man.	For additional films on U.S. participation in the war, see film catalog of U.S. Air Force, Army, and Navy.
ok Co.	"Churchill - Man of the Century"
ory. ook.	<u>Film:</u>
tt-	"Pearl Harbor" McGraw-Hill
	"Victory at Sea" EBF
ca.	"World War II" (Prologue USA) EBF
	"Chester Nimitz Story" Air Force
	"December 7, 1941" McGraw-Hill
the	"Hirohito" McGraw-Hill
ne, .	"Prelude to War" Illinois U
gust,	
uary,	
d"	
962.	
Out	
6.	
d	

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES
c. Security	Write an the follow it might who took
D. Issues involved	1. The seen an A
E. Course of the War	2. The by a ber resc
III. Causes of View Nam conflict	3. The seen by t Stat
A. Attempts to preserve peace	Map Activity Locate and
1. U. N.	1. Axis 2. Allie a. b. c.
2. Regional mutual security arrangements	3. Geogra a. b. c. d. e. f.
3. Deterrent military force	4. Color trol b

CEPTS/OBJECTIVES

ACTIVITIES

Write an eyewitness account of one of the following events of World War II as it might have been written by someone who took part in it:

1. The attack on Pearl Harbor (as seen by a Japanese flyer or by an American antiaircraft gunner.)
2. The retreat from Dunkirk (as seen by a German flyer or by a member of the crew of a British rescue boat).
3. The bombing of Hiroshima (as seen by a Japanese civilian or by the pilot of the United States plane).

Map Activity:

Locate and name on the map of the Pacific:

1. Axis power - Japan
2. Allied powers
 - a. U.S.
 - b. Australia
 - c. New Zealand
 - d. China
 - e. USSR
 - f. Canada
3. Geographia areas:
 - a. New Guinea
 - b. Netherlands Indies
 - c. Philippine Islands
 - d. Hawaii
 - e. Alaska
 - f. Aleutian Islands
4. Color the extent of Japanese control by 1942.

READINGS

A. V. MATERIALS

American Heritage

"A Coastwatcher's Diary"
February, 1966.

"I've Served My Time in Hell"
February, 1966

"The First Flag-Raising on
Iwo Jima" June, 1964.

"A Few Men in Soldier Suits"
August, 1957.

(L) American History Illus- trated

"The P-40" June, 1967

"How One Flying Tiger
Died" June, 1967

"George Patten - A Per-
sonality Profile" July,
1966.

(C) United States History "Men in History" p. 661

(C) United States History.
Teachers Resource Book.
"Naval Airpower in the
Pacific in WW II" No. 26
Scott-Foresman

(L) American Heritage

"Battle of Midway"
February, 1963.

"A Few Men..." Aug., 1957.

(L) American History Illus- trated. Jan.-Feb. '68.

"Appraisal of Douglas
McArthur"

"MacArthur Profile"

Films:

"The Second World War: Trium
of the Airs"

"The Second World War: Allie
Victory"

"World at War" Illinois

"Battle of Britain" Indian

"Rise of Nationalism in S.E.
Asia" Illinois

"Fall of China"

"Mao Tse-tung" Illinois

A. V. MATERIALS

TEACHER'S NOTES

Films:

"The Second World War: Triumphs
of the Axis" EBF

"The Second World War: Allied
Victory" EBF

"World at War" Illinois U

"Battle of Britain" Indiana U

"Rise of Nationalism in S.E.
Asia" Illinois U

"Fall of China"

"Mao Tse-tung" Illinois U

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES	
B. Outbreak of war		3
1. Power vacuum		
2. Aggressive Communism		
3. UN failings	Aggression	Prep logi fere solid acco meet
4. A desire for self-determination	Treaty commitment	Usin foll
	Free choice	1 2 3
C. U. S. entry	Containment	4
1. Lessons learned from World War II	Escalation	5
	Appeasement	What then
2. Treaty commitments	Pacifism	Compa at th prese
3. Encourage spread of free choice	Deterrent	

CONCEPTS/OBJECTIVES

ACTIVITIES

Aggression

Treaty commitment

Free choice

Containment

Escalation

Appeasement

Pacifism

3. Locate, name, and date the following major battles:

- a. Attack on Pearl Harbor (1941)
- b. Battle of Midway (1942)
- e. Battle of Coral Sea (1942)
- d. Battle of Guadalcanal (1942)
- e. Battle of Phillipines (1944)
- f. Battle of Iwo Jima and Okinawa (1944)
- g. Allied advances in Pacific theater.

Prepare a chart listing in chronological order the Inter-American conferences dealing with "hemisphere solidarity" and the important accomplishments of each of these meetings.

Using library reasearch, find the following:

1. Motives of Japan in World War II
2. The plight of the Nisei
3. The immediate train of events that followed Pearl Harbor
4. Goals of U.S. diplomatic moves toward Japan before Pearl Harbor
5. Why was the Japanese attack on Pearl Harbor so successful?

What steps did the U.S. take to strengthen her national defenses?

Compare: Attitudes, public and private, at the start of World War II and at present in the VietNam conflict.

READINGS

A. V. MATERIALS

- (L) American History Illustrated. November, 1967.

"Blooding the 83rd
Division in Normandy"

Basic Text: Chapter 41.

- (C) Panorama of the Past.
Vol. II, Part 4. Chapter
10. Houghton-Mifflin.

Angel of Dienbienphu.

The Ugly American.

The Green Berets.

Outpost of Freedom. McGraw-
Hill.

355

A. V. MATERIALS

TEACHER'S NOTES

UNIT IV: CAUSES OF WAR
CONTENT

CONCEPTS/OBJECTIVES

D. Issues involved

Since World War II the U.S. has fought Communism by standing firm and helping those who seek help. Some of our policies have produced disagreement at home and abroad.

Compare prior elements

E. Public reaction

Contrast in World civil 1967. of the

F. Course of the war

Objectives: To understand that as the richest and most powerful nation on earth, the U.S. had no choice but to accept the responsibilities of world leadership.

Report

G. Position on U.S. role in Viet Nam taken by nations in S.E. Asia, W. Pacific generally.

Why the critics

Why the

Examine to see took

bers

Contrast with U

To appreciate the immediacy of the worldwide challenge of Communism.

To understand the stated policy of "containment".

Gather South your c issues

To develop facility in the use and understanding of maps.

Gather ment's South

To improve skills of research and communication.

Examine picking aggress

358

CONCEPTS/OBJECTIVES

ACTIVITIES

World War II the
has fought Commun-
by standing firm and
ing those who seek
. Some of our
cies have produced
agreement at home and
ad.

ectives: To under-
nd that as the
nest and most power-
nation on earth, the
had no choice but
accept the responsi-
ties of world leader-
p.

appreciate the
mediacy of the world-
e challenge of
munism.

understand the stated
icy of "containment".

develop facility in
use and understand-
of maps.

improve skills of
e: and communica-
n.

Compare: U. S. actions to oppose dictators
prior to World War II with traditional
elements of American foreign policy.

Contrast the role of the U.S. civilian
in World War II with that of the Israeli
civilian during the Egypt-Israeli War of
1967. How might this affect the attitude
of the civilians?

Reports:

Why the Battle of the Atlantic was a
critical phase of the war.

Why 1942 is recognized as the "turn of
the tide" in World War II.

Examine the SEATO agreement with a view
to seeing what commitments the U.S.
took on with regard to the other mem-
bers of the pact.

Contrast U.S. action in Southeast Asia
with U.S. action prior to World War II.

Gather evidence to justify U.S. aid to
South Vietnam. (Department of State,
your congressman, American Legion, back
issues of Newsweek, U.S. News, Time, etc.)

Gather evidence to repudiate our govern-
ment's current policy with regard to
South Vietnam.

Examine U.N. Charter with a view toward
picking provisions designed to stop
aggression

READINGS

A. V. MATERIALS

Newsbook No. 4 - VietNam:
The War. National Ob-
server.

(L) The World of Communism.
Swearingen.

(L) Two Ways of Life.
Ebenstein.

(C) A Sense of the Past.

(C) **Viewpoints, USA.
American Book Co. p. 320.

(C) **American Foreign Policy.
No. 13. Scott-Foresman.

(L) Current issues of
U.S. News and World
Report

Time

Newsweek.

The New Republic.

The National Observer.

Vietnam Information.

Notes. Supt. of Documents.

A. V. MATERIALS

TEACHER'S NOTES

am:

620.

icy.

1.

ents.

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES
	Have student war with World
	<u>Research To</u>
	What is the of present Vietnam con
	U.S. USSR France Great Br
	Read and gi
	Trace the h to the prese tion to reso changes in c Communist ag
	Trace, sketc Communist ag areas contro USSR, Red Ch attempts at
	Report: What aspects of a such as anti- ism, flag-bur

CEPTS/OBJECTIVES

ACTIVITIES

derstand that
s in one part of
orld affect other

preciate that
events usually
complex origins.

no theory"

atic Peoples Re-

rsion

sement

Have students contrast the Vietnam war with World War II.

Research Topic:

What is the official government view of present U.S. policies in the Vietnam conflict?

- | | |
|---------------|-------------|
| U.S. | Australia |
| USSR | Philippines |
| France | Indonesia |
| Great Britain | Poland |

Read and give a report on Ho Chi Minh.

Trace the history of Vietnam from 1935 to the present, paying specific attention to resources, strategic importance, changes in control, beginnings of Communist aggression.

Trace, sketching briefly, the history of Communist aggressions since 1939. List areas controlled or annexed outright by USSR, Red China. Indicate areas where attempts at gaining control failed.

Report: What are the bases for different aspects of anti-Viet Nam war activities such as anti-draft, anti-war, isolationism, flag-burning, etc.

READINGS

A. V. MATERIALS

TEACHER'S NOTES

--	--	--

UNIT IV: CAUSES OF WAR
CONTENT

CONCEPTS/OBJECT

CONCEPTS/OBJECTIVES

ACTIVITIES

Report:

Using lessons learned from World War I, World War II, and Viet Nam, defend the Pacifist's contention that America should, in the present and future, and should have in the past, shun all reliance on wars as a means of settling international disputes.

Report on Communist methods of achieving control in under-developed nations. Write specifically, using concise, short paragraphs on:

Popular uprisings
Guerrilla warfare
Military threats
Economic pressures
Propaganda

Map Activity:

On a world map indicate how the U.S. is seeking to contain Communist aggression.

On a map of South Vietnam locate areas of recent intense military activity, areas of importance in terms of agriculture and industry.

Essay:

"Turning the other cheek" is hardly a wise motto in the field of foreign relations.

READINGS

A. V. MATERIALS

TEACHER'S NOTES

UNIT IV: CAUSES OF WAR

CONTENT	CONCEPTS/OBJECTIVES
	<p><u>Reports:</u></p> <p>Get the vie garding the respect to</p> <p>Class writt</p> <p>"Wars do merely c</p> <p>"What is war demo</p> <p>"What is card bur</p> <p><u>Reports:</u></p> <p>The changin</p> <p>An interview served in V</p> <p>His views U.S. effo</p> <p>Condition there.</p> <p>Reaction Viet Nam</p> <p>What he s used by V villages.</p> <p>Report on C</p>

CONCEPTS/OBJECTIVES

ACTIVITIES

Reports:

Get the views of your Congressmen regarding the present U.S. position with respect to Viet Nam.

Class written comment on:

"Wars do not solve problems; they merely create new ones."

"What is your reaction to anti-war demonstrations?"

"What is your reaction to draft-card burning?"

Reports:

The changing technology of war.

An interview with a serviceman who served in Viet Nam:

His views on the rightness of the U.S. effort there.

Conditions under which he lived there.

Reaction of the people of South Viet Nam to troops.

What he saw personally of methods used by Viet Cong to terrorize villages.

Report on Communist terrorist activities.

READINGS

A. V. MATERIALS

TEACHER'S NOTES

LABOR IN AMERICAN SOCIETY

UNIT V

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES	ACTIVITIES
I. <u>Workers in Early America</u>	To show the struggle of American workers to improve their working conditions to better their society generally.	
A. The role of the indentured servant era	Laborers were not only members of unions but also members of the community at large.	
B. Early crafts attempt to organize.	Studying the role of labor in society also involves a study of America itself.	
C. An emerging factory system	Trade unions	
D. Because of grievance, workers began to organize	Commonwealth vs. Hunt	
II. <u>Workingmen in the Era of Jackson Gain Benefits</u>	Lowell Mills	
A. Demand free public schools	Universal manhood suffrage	
	Understandings to be developed:	
	American workers seldom established their own political parties.	

READINGS

A. V. MATERIALS

(C) Iman, and Koch. Labor in American Society. Scott Foresman.

"Inheritance" mp U of

Pelling, Henry. American Labor.

Lunis, Edwin. Colonial Craftsmen and the Beginnings of American Industry.

(C) Mendelbaum. The Social Setting of Intolerance.

(C) Basic Text: p. 494-496.

"Bargaining Collectively" m

(C) Impressions of America. Vol. II by Brown. Part 3 - Sec. 2. Part 4 - Sec. 2, 3.

"The Rise of Organized Labor" McGraw-Hill

"Americans All" McGraw

O. Handlin. Immigration as a Factor in American History.

"Immigration in American History" mp Co

(C) Maldon Jones. American Immigration. University of Chicago.

"New Systems of Business Organization and the Flood of Immigration" 338.7 CFS (H.S.)

A. V. MATERIALS

TEACHER'S NOTES

bor in
Scott

"Inheritance" mp U of Ill.

erican

nial
e-
n In-

cial
nce.

496.

"Bargaining Collectively" mp tfo

ica.

"The Rise of Organized Labor" mp
McGraw-Hill

"Americans All" McGraw fs

ation as
mp

"Immigration in American History"
Coronet

"New Systems of Business Organi-
zation and the Flood of Immigra-
tion" 338.7 CFS (H.S.)

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES	
C. The fight against banks	Outbreaks of violence made the public unsympathetic with labor organizations.	Research Are s intell studie record
D. A working man's party	The only general national labor organization of unions formed in the nineteenth century that was to survive was the American Federation of Labor.	For a Debat the i 1920' State After Polit
III. <u>Rise of Nation-wide Labor Unions</u>		
A. Goals	<u>Ideas to be Emphasized:</u> Post Civil War factory working conditions were usually very bad.	Read Americ summar and yo Dedham Vanzet August
B. Knights of Labor	Workingmen rarely advocated basic economic or political changes.	What p in est in the ways m it eas
1. Principles	Rise of the common man.	Proble had on
2. Reaction to and accomplishments	Strike	How did grants
3. Reasons for decline and failure	Boycott Lockout	

CONCEPTS/OBJECTIVES

ACTIVITIES

Outbreaks of violence made the public unsympathetic with labor organizations.

The only general national labor organization of unions formed in the nineteenth century that was to survive was the American Federation of Labor.

Ideas to be Emphasized:

Post Civil War factory working conditions were usually very bad.

Workingmen rarely advocated basic economic or political changes.

Rise of the common man.

Strike

Boycott

Research Problem:

Are some races or nationalities more intelligent than others? Refer to case studies made from United States Army records.

For a Committee:

Debate the proposition, Resolved: That the immigration restrictions of the 1920's were a misfortune for the United States. Slosson, The Great Crusade and After, p. 296 ff. Faulkner, American Political and Social History. p. 840 ff.

Read the following two selections from American Heritage and prepare a brief summary including new ideas you gained and your own comments: "Tragedy at Dedham," October, 1958; "Sacco and Vanzetti - the Unfinished Debate," August, 1959.

What problems might immigrants encounter in establishing a life for themselves in the U.S. during this era? In what ways might present-day immigrants find it easier? More difficult?

Problem: What effects have depressions had on labor organizations?

How did some employers encourage immigrants to come to the United States?

READINGS

A. V. MATERIALS

- (C) Rise of the American Nation. Vol. II. 1968.

Readings: "The Wage Earner in a Changing World" pp. 219-224

Kennedy, J.F. A Nation of Immigrants.

Traverso, Edmund. Immigration: A Study in American Values.

- (C) **Fedor and Allen. Viewpoints, USA. pp. 178-192 (imm.) pp. 212-214 (Labor) American Book Company

Wittke, Carl. We Who Built America.

The United States: The History of a Republic. Hofstadter and others. Prentice-Hall, Chapter 19, Section 4.

Handlin, Oscar. The Up-rooted.

- (C) Higham, John. Strangers in the Land 1860-1925.

- (C) Degler, Carl. Out of Our Past.

"New Americans" mp McGraw-H

"It Takes Everybody to Build This Land" 1619-1860

"The Labor Movement: Beginning and Growth" mp Cor

Filmstrip:

"New Systems of Business Organization and the Flood of Immigration" 338.7 CFS (H.

"Changes in American Life" 180 1920 fs SV

"Samuel Gompers, Man of Labor" fs AFL-CIO

"With These Hands" m Int. Garment Workers

Transparency:

"Growth of Union Membership in U.S." No. 56 of U.S. History Transparency Set (H.S.)

A. V. MATERIALS

TEACHER'S NOTES

<p>merican II. 1968. e Wage anging 9-224 <u>A Nation</u> nd. <u>A Study in</u> s. len. A. pp. (Labor) Company <u>We Who</u> tes: <u>The</u> <u>epublic.</u> others. Chapter The Up- <u>Strangers</u> 60-1925. <u>Out of Our</u></p>	<p>"New Americans" mp McGraw-Hill "It Takes Everybody to Build This Land" 1619-1860 mp "The Labor Movement: Beginnings and Growth" mp Coronet <u>Filmstrip:</u> "New Systems of Business Or- ganization and the Flood of Immigration" 338.7 CFS (H.S.) "Changes in American Life" 1865- 1920 fs SVE "Samuel Gompers, Man of Labor" fs AFL-CIO "With These Hands" mp Int. Garment Workers <u>Transparency:</u> "Growth of Union Membership in U.S." No. 56 of U.S. History Transparency Set (H.S.)</p>
---	--

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENTS	CONCEPTS/OBJECTIVES
C. Immigration's role in the labor movement	Blacklist
	Sabotage
D. American Federation of Labor	1. Eliminate job competition
1. Comparison with other early labor unions	2. Gear wages and benefits to his rising costs of living.
	Haymarket riot
2. Organizing and early trails	Anarchy
3. AFL and politics	Injunction
4. Reasons for its success	To understand how the growth of industrialization in the U.S. affected the lives of the people.
E. Congress of Industrial Organization	To understand that labor, when it organizes, gains strength.
	National origin

CONCEPTS/OBJECTIVES

ACTIVITIES

Blacklist

Why was the AFL more successful than the Knights of Labor?

Sabotage

What was the attitude of Samuel Gompers toward labor unions and party politics? State your reasons for agreeing or disagreeing with him on this point.

1. Eliminate job competition
2. Gear wages and benefits to his rising costs of living.

Listing:

Name as many types of workers as you can in Mankato that belong to AFL.

Haymarket riot

Report:

Membership differential between AFL and CIO types of workers.

Anarchy

Prepare brief biographical sketches on: Terence Powderly, Samuel Gompers, Eugene Debs, John L. Lewis, William Green, George Meany, Walter Reuther, James Hoffa.

Injunction

To understand how the growth of industrialization in the U.S. affected the lives of the people.

Why has immigration appeared to be a threat to labor organization?

To understand that labor, when it organizes, gains strength.

What has been Labor's reaction to the admission of Hungarian refugees and European displaced persons to the United States?

READINGS

A. V. MATERIALS

TEACHER'S NOTES

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES	
1. How industrial unions differed	Literacy test	Fe wh or In sh it fa
2. John L. Lewis - its leaders	Exclusion	
	Quota	Se Un (a (c Am
3. Sit-down strike	Craft union	
4. Consolidates with the AFL	Understand that neither business nor labor may use its organized power in restraint of trade, nor imperil the health or safety of a nation.	In ve Dis Why gar
IV. <u>The Labor Movement's Struggle for Recognition - 1890's</u>	Vertical union	Com tur day
A. The Old Order changes	Horizontal union	
	Big labor	Lis und
B. Strikes and violence		
C. Gains achieved by labor organizations	To show that the government and the general public were largely in sympathy with management at this time.	

VIETY

CONCEPTS/OBJECTIVES

ACTIVITIES

Literacy test

Exclusion

Quota

Craft union

Understand that neither business nor labor may use its organized power in restraint of trade, nor imperil the health or safety of a nation.

Vertical union

Horizontal union

Big labor

To show that the government and the general public were largely in sympathy with management at this time.

For an encyclopedia for young children write an article entitled, "The History of the AFL in the Nineteenth Century". Include a discussion of (a) its leadership, (b) its membership, (c) obstacles it faced, (d) its successes, and (e) its failures.

Select from ten famous immigrants to the United States. Make a chart showing (a) when each came, (b) where from, and (c) his or her specific contributions to American life.

Investigate and report on the latest developments in immigration legislation.

Discuss:

Why was public opinion opposed to organized labor?

Compare the power of labor unions at the turn of the century with their power today.

List the gains made by organized labor under the New Deal.

READINGS

A. V. MATERIALS

ACTIVITIES

Ware, N.J. The Labor
Movement in the United
States 1860-1895.

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES	
1. 1880's to World War II		<u>Child</u> (a)
2. Since World War II		(b)
V. <u>The New Deal and Labor</u>		(c)
A. Rights the American laboring man had		(d)
B. Rights the laboring man had in Nazi Germany during this period		(e)
VI. <u>Federal Regulation of Labor Unions</u>	Codes of fair labor practices	Make cutli Act, the I
A. Basic labor laws	Section 7-A of the NIRA	Have
B. The radical movement in labor	Minimum wage law	Have speal
	NLRB	

CONCEPTS/OBJECTIVES

ACTIVITIES

Child Labor in the United States

- (a) Briefly describe the social ills connected with child labor during the 1800's.
- (b) What were the first states to pass child labor laws? When were they passed? What were their major provisions?
- (c) Why, between 1870 and 1910, did child labor become an even greater problem than ever before? What groups led the crusade against child labor during the same period?
- (d) Describe the work of the National Child Labor Committee.
- (e) Why, between 1916 and 1938, were all federal attempts to legislate against child labor eventually declared unconstitutional? What provision in the Fair Labor Standards Act of 1938 finally curbed child labor?

Codes of fair labor practices

Make a three-column chart in which you outline the provisions of (a) the Wagner Act, (b) the Taft-Hartley Act, and (c) the Landrum-Griffin Act.

Section 7-A of the NIRA

Have a labor leader speak to the class.

Minimum wage law

Have a representative of management speak to the class.

READINGS

A. V. MATERIALS

Bernstein, Irving. The New Deal Collective Bargaining Policy. Univ. of California.

Derber, Milton, and Edward Young. Labor and the New Deal. U of Wis.

(L) Rise and Fall of the Third Reich. Shirer.

(C) Capitalism and Other Economic Systems. McGraw-Hill.

Lens, Sidney. Working Men: The Story of Labor.

(C) Problems in American History. Scott-Foresman.

(C) Debs, Eugene: Socialist. p. 105. Political Leadership in America.

(C) **Litwack, Leon. The American Labor Movement. Prentice-Hall.

(C) Florence Peterson. American Labor Unions What They Are and How They Work.

Wolf, Leon. Lockout: Story of Homestead Strike of 1892.

Kreps, Juanita. Automation and Employment.

A. V. MATERIALS

TEACHER'S NOTES

ike

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES	
VII. <u>Contemporary Labor Problems</u>	The new concept of collective bargaining	<u>Problem</u> What was the labor movement's achievement?
A. Automation and unemployment	Right to work laws	Why is government intervention necessary?
B. Collective bargaining and government arbitration	Sit-down strike	<u>Resolve</u> That union compels employers to negotiate with the union.
C. Leadership	Industrial union	After the war, and the period of labor peace and (b) 25 years
	Cooling off period	
	Employment Act of 1946	
	Fringe benefits	<u>Question</u> 1. Do we have too many fringe benefits? Give reasons.
	Compulsory arbitration	2. Disputes should be handled by compulsory arbitration. Do you agree? Give reasons.
	Technological unemployment	
	Profit sharing plan	3. Do you agree with the profit sharing plan? Give reasons.
	Guaranteed annual wage	Why is it necessary?

CONCEPTS/OBJECTIVES

ACTIVITIES

the new concept of
collective bargaining

Problem:

What was the significance of the Employment Act of 1946?

right to work laws

Why is the government more likely to intervene in a railroad strike than in many other kinds of strikes?

sit-down strike

Resolved:

industrial union

That unions and management should be compelled to accept arbitration in disputes which affect the welfare of the nation.

cooling off period

Employment Act of 1946

After studying the current newspapers and periodicals, report on the extent labor problems today are (a) similar to and (b) different from labor problems 25 years ago.

fringe benefits

Questions to Discuss:

compulsory arbitration

1. Do you feel that labor unions are too strong or too weak at present? Give reasons for your answer.
2. Distinguish between (a) the closed shop and the open shop, (b) a company union and a national union, (c) a craft and an industrial union, (d) a jurisdictional strike and a strike for better working conditions.
3. Do you feel that in most cases a settlement reached by free bargaining between employers and employees is more desirable than a settlement enforced by government? Why?

technological unemployment

profit sharing plan

annual wage

READINGS

A. V. MATERIAL

Jacobs, Paul. The State of the Unions: U.S. Labor Today.

"Our Union" mp Unit Electrical Workers

Hame, C.E. Industry-Wide Collective Bargaining: Promise or Menace?

"Labor: Men, Jobs, and mation" fs New Yo

(C) Supreme Court in American Life (problem 7) The Court and the Wage Earner.

(C) Rise of the American Nation. Vol. II. 1968.
Readings: "The Changing World of the Wage Earner" pp. 642-697. Working
See: The History of Labor

(C) Frontiers in American History Vol. II. 1968.

(C) Am. History: Frontiers in History Vol. II. 1968.

(C) Am. History: Frontiers in History Vol. II. 1968.

(C) Am. History: Frontiers in History Vol. II. 1968.

(C) Am. History: Frontiers in History Vol. II. 1968.

(C) Am. History: Frontiers in History Vol. II. 1968.

A. V. MATERIALS

TEACHER'S NOTES

<p>state</p> <p>"Our Union" mp United Electrical Workers</p> <p>"Labor: Men, Jobs, and Auto- mation" fs New York Times</p>	
--	--

ain-
ace?

frican

e

urner.

968.

ging

mer'

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES
VIII. <u>The Expanding Role of the Government in the Labor Movement</u>	<p>Corrupt leaders</p> <p>4. How pro-labor (a) (b) (c) (d)</p> <p>In Labor read Ch certain tion gi</p> <p><u>Debate</u> Resolve restric</p> <p>Intervi what th contemp communit the nat the ext</p>
IX. <u>Great Strikes of the 20th Century</u>	<p>Featherbedding</p> <p><u>Debate:</u> Resolved ment was the Pull</p> <p>List the column parallel each.</p>
A. Types of laborers	
1. Miners	

SOCIETY

CONCEPTS/OBJECTIVES	ACTIVITIES
the of Corrupt leaders	<p>4. How did each of the following improve the position of organized labor?</p> <ul style="list-style-type: none">(a) The Clayton Antitrust Act(b) The National Recovery Administration(c) The Fair Labor Standards Act(d) The Wagner Act <p>In <u>Labor in America</u> by F. R. Dulles, read Chapter 21, "Labor Faces an Uncertain Future." Sum up the justification given for this chapter heading.</p> <p><u>Debate</u></p> <p>Resolved, that labor's power should be restricted.</p> <p>Interview two or three persons, asking what they consider the most pressing contemporary problems of (a) their local community or city, (b) their state, (c) the nation, and (d) the world. Report on the extent they agree.</p>
ch Featherbedding	<p><u>Debate:</u></p> <p>Resolved, that the United States government was justified in intervening in the Pullman Strike.</p> <p>List the weapons used by labor in one column and those used by management in a parallel column. Give the meanings of each.</p>

READINGS

A. V. MATERIALS

(C) Ideas in Conflict.
Topic 7. Scott-Foresman.

(L) "The Labor Movement:
Role of the Federal
Government" Current
History. June, 1965.

(L) "The Labor Movement:
Role of the Federal
Government" Current
History. June, 1965.

(L) "The Labor Movement:
Role of the Federal
Government" Current
History. June, 1965.

(C) Billington, R.
The Making of American
Democracy. Vol. 2.

Bailey, T. The American
Spirit (Little Steel vs.
CIO)

Meyers, M. Sources of
the American Republic.
Vol. 2.

Filmstrip:

"Labor Problems and New Areas
of Industry" 331 CFS (H.S.)

"Labor in the News - 1949"
331.88 FS (H.S.)

A. V. MATERIALS

TEACHER'S NOTES

esman.

:

st

5.

...

...

...

...

can

frican

l vs.

of

ic.

Filmstrip:

"Labor Problems and New Areas
of Industry" 331 CFS (H.S.)

"Labor in the News - 1949"
331.88 FS (H.S.)

UNIT V: LABOR IN AMERICAN SOCIETY

CONTENT	CONCEPTS/OBJECTIVES
2. Transportation	Draw a "before and after" picture of the condition of the country before and after the war.
3. Industrial	Examine current conditions for some progress. Cause of the war of each side and (of) the war.
4. Services	Automation:
B. Periods of strife	1. In what way the labor problem has changed.
	2. What has management done to solve the problem?
1. Early 1900's	3. What is Automation? Why was it introduced? What are its effects?
2. Post World War I	
3. New Deal period	
4. Post World War II	
5. 1950's and 1960's	

Little steel formula

SOCIETY

CONCEPTS/OBJECTIVES

ACTIVITIES

Little steel formula

Draw a "before and after" cartoon showing the condition or position of workers before and after labor unions were organized.

Examine current newspapers or magazines for some labor-management dispute now in progress. Report to the class on (a) the cause of the dispute, (b) the contentions of each side, (c) the methods used by each side and (d) the efforts toward settlement.

Automation:

1. In what ways does automation affect the labor force?
2. What has been the reaction of (a) management and (b) labor to this problem?
3. What is the Office of Manpower, Automation, and Training? When and why was it organized? How successful is it?

READINGS

A. V. MATERIALS

TEACHER'S NOTES

Current magazines

Newspapers

Amphlets

THE NEGRO IN AMERICA
(during the past century)

Optional Theme

THE NEGRO IN AMERICA (during the past century)

CONTENT	CONCEPTS/OBJECTIVES	A
I. <u>The Negro's Status in the Post Civil War Era</u>	Separate but equal segregation - Jim Crow	<u>Problems:</u> (From Cult
A. Enfranchisement	To show that even though the bonds of slavery were removed, freedom and equality for Negroes was far away.	1. Negro leaders 2. Origins of 3. The Chicago 4. The Harlem 5. Class struggle 6. Politics and 7. The Little 8. Extending to 9. The black M 10. Breaking the sports, entertainment areas of pu
B. A program for Negro betterment by B. T. Washington	Discrimination	
C. Process of Discrimination	The Negro's self image	Study the Declaration Write on the back phrases that make lem of minorities
II. <u>Toward Full Equality: Since 1900</u>	To show that winning new rights came slowly and painfully.	Have a committee major barriers have been thus
A. Voices of protest	To show that progress was being made but not fast enough to satisfy the racial leaders.	Contrast and compare the Negro in America of minorities in
1. Roots of discontent	To appreciate the contributions of all people who make up our nation.	List and study least ten Negro
2. Back to Africa movement	To evaluate the racial problem in respect to our local community.	Appoint a committee Supreme Court and Topeka Board of

the past century)

CONCEPTS/OBJECTIVES	ACTIVITIES
Separate but equal segregation - Jim Crow	<u>Problems:</u> (From <u>The Negro in America</u> by Cuban. Table of contents)
To show that even though the bonds of slavery were removed, freedom and equality for Negroes was far away.	<ol style="list-style-type: none">1. Negro leadership2. Origins of the NAACP3. The Chicago race riot4. The Harlem renaissance5. Class structure in the negro community6. Politics and the Negro7. The Little Rock school crisis8. Extending the right to vote9. The black Muslims10. Breaking the racial barrier in sports, entertainment, and other areas of public life
Discrimination	
The Negro's self image	Study the Declaration of Independence. Write on the board any statements or phrases that may be related to the problem of minorities.
To show that winning new rights came slowly and painfully.	Have a committee list and explain the major barriers to Negro equality which have been thus far overcome.
To show that progress was being made but not fast enough to satisfy the racial leaders.	Contrast and compare the treatment of the Negro in America with the treatment of minorities in Nazi Germany or USSR.
To appreciate the contributions of all people who make up our nation.	List and study the contributions of at least ten Negro leaders.
To evaluate the racial problem in respect to our community.	Appoint a committee to study the famous Supreme Court decision - Brown vs. The Topeka Board of Education.

READINGS

A. V. MATERIALS

- (C) Wade, Richard. The
- (L) Negro in American Life.
Holt.

Basic Text: pp. 803-808.

Rise of the American Nation. Vol. II., 1968.
"Paths to Negro Rights"
readings, pp. 194-197.

Current, DeConde, Dante.
U. S. History. p. 426
and 731.

- (L) Mankind, the Magazine of Popular History.
Vol. 1, No. 8. "The
First American Fight for
Civil Rights" p. 8.

- (L) Durham. The Negro Cowboys.

- (L) Petry. Harriet Tubman: Conductor on the Underground Railroad.

- (C) Cuban, Larry. The Negro in America.

- (C) Viewpoints, USA. p. 330.

- (C) Ideas in Conflict.
Topic 6 and 11. Scott-Foresman.

- (C) Ziegler, Benjamin. De-segregation and the Supreme Court. Amherst.

Recording:

"The Glory of Negro History"
Folkways

Films:

"The History of the American Negro" fs McGraw-Hill

"Free at Last"

"New Mood"

"Confronted"

"The Messenger from Violet Drive"

"The Negro and the American Promise"

MP Net Film Service
Indiana U. Audio-Visual
Center

"Walk in My Shoes" Parts I and II
MP McGraw-Hill

A. V. MATERIALS

TEACHER'S NOTES

ard. The
American Life.

pp. 803-

e American
51. II., 1968.
Negro Rights"
pp. 194-197.

eConde, Dante.
ory. p. 426

ne Magazine of
History.
8. "The
ican Fight for
ts" p. 8.

ne Negro

riet Tubman:
on the Under-
road.

ry. The Negro

USA. p. 330.

onflict.
II. Scott-

enjamin. De-
n and the
urt. Amherst.

Recording:

"The Glory of Negro History"
Folkways

Films:

"The History of the American
Negro" fs McGraw-Hill

"Free at Last"

"New Mood"

"Confronted"

"The Messenger from Violet
Drive"

"The Negro and the American
Promise"

MP Net Film Service
Indiana U Audio-Visual
Center

"Walk in My Shoes" Parts I and
II MP McGraw-Hill

THE NEGRO IN AMERICA.

CONTENT	CONCEPTS/OBJECTIVES	A
3. Hard times and the Negro	To show the progress made in the <u>past</u> two decades and <u>contemplate</u> the position of the Negro in America in the <u>next</u> two decades.	Make a map or chart showing the distribution of Negro population in the States in 1860 and 1960.
4. Organizing for progress		Have a guest speaker or a rights worker tell about the progress made.
B. The rising tide	White backlash	<u>Minority Groups in America</u>
1. The Negro and World War I and its aftermath	Ghettos	1. What is the NAACP? Urban League? What founded? What kind of face? How successful?
2. The Negro in World War II and the post war challenge	Second class citizen.	2. Were the armed forces during World War II? Negroes entered?
3. The false lure of Communism	De facto segregation	3. Explore the significance of the North betw
4. Ending of segregation in the public schools		4. Investigate the cultural contributions of members of minority groups in 1900 and 1940.
5. Negro contributions in American cultural institutions		While reading, note American reactions to laws and accounts. Consider also the political and cultural attitudes of the toward world affairs and (2) between 1

CONCEPTS/OBJECTIVES

ACTIVITIES

To show the progress made in the past two decades and contemplate the position of the Negro in America in the next two decades.

White backlash

Ghettos

Second class citizen

De facto segregation

Make a map or chart showing the distribution of Negro population in the United States in 1860 and 1960.

Have a guest speaker who is a civil rights worker tell of his experiences.

Minority Groups in American History

1. What is the NAACP? The National Urban League? When were they founded? What were their aims? What kind of opposition did they face? How successful were they?
 2. Were the armed forces integrated during World War I? How many Negroes entered the services?
 3. Explore the reasons for and the significance of Negro migration to the North between 1900 and 1940.
 4. Investigate the scientific and cultural contributions made by members of minority groups between 1900 and 1940.
- While reading, note any mention of American reaction to new immigration laws and account for such reaction. Consider also the probable influence of national and cultural backgrounds on the attitudes of various ethnic groups toward world affairs (1) before 1917, and (2) between 1917 and 1940.

READINGS

A. V. MATERIALS

Filler, Louis. Wendell Phillips on Civil Rights. Dell Publishing Co.

- (C) Essien-Udom. Black Nationalism. Dell Publishing Co.

- (C) Heath (Amherst Series) The Negro Struggle for Equality in the Twentieth Century

- (L) Mathews. Booker T. Washington: Educator and Inter-racial Interpreter.

Strange. Career of Jim Crow. Glenn Woodward. Galaxie Books, Oxford Press.

- (C) The Supreme Court in American Life. Problem 13: Segregation. Scott-Foresman.

Killian and Grigg. Racial Crisis in America Leadership in Conflict. Prentice-Hall.

Film:

"Sit-In" Parts I and II
mp McGraw-Hill

Record:

"We Shall Overcome"

A. V. MATERIALS

TEACHER'S NOTES

Film:

"Sit-In" Parts I and II
mp McGraw-Hill

Record:

"We Shall Overcome"

THE NEGRO IN AMERICA

CONTENT	CONCEPTS/OBJECTIVES	
III. <u>The Negro in Contemporary America</u>	To become informed concerning important domestic issues is the responsibility of each citizen.	Make a study of
A. The Civil Rights movement		Study the Watts
1. Nonviolence	To understand that emotions frequently have a greater influence on our actions than reason.	<u>Question:</u> What steps should be taken to bring down the barriers of other inequalities and whites?
2. Demonstrations		<u>Minority Groups</u>
B. The Kennedy program	To understand the relationship between minority problems and the Declaration of Independence.	1. What important cases have the Supreme Court decided?
C. Negro radicalism; black nationalism		2. Review all laws made and groups since civil rights
D. The Negro's faith in America		3. What are the groups in the day? What social, economic, and political face?
E. The Civil Rights Act of 1964		4. What new legislative rights?
F. Politics and the Negro		
G. Marches and riots		

CONCEPTS/OBJECTIVES

ACTIVITIES

To become informed concerning important domestic issues is the responsibility of each citizen.

Make a study of Negroes in Congress.

Study the Watts Riot.

Question:

To understand that emotions frequently have a greater influence on our actions than reason.

What steps should be taken to break down the barriers of segregation and other inequalities between Negroes and whites?

Minority Groups in American History

To understand the relationship between minority problems and the Declaration of Independence.

1. What important civil rights cases have been decided by the Supreme Court since 1954?
2. Review and evaluate efforts made and means used by minority groups since 1950 to secure civil rights.
3. What are the principal minority groups in the United States today? What problems--economic, social, and political--does each face?
4. What recent federal and state legislation protects civil rights?

READINGS

A. V. MATERIALS

King, M.L. The Stride
Toward Freedom. Harper.

Minority and Prejudice
in America. (Experi-
mental unit) Heath

(C) King, M.L. Why We
Can't Wait. (C)

(C) New Dimensions Series
Heath.
"The Negro Struggle for
Equality in the 20th
Century"

(C) Rise of the American
Nation. Vol. II, 1968.
Readings: "The Negro
and the Nation's Social
Revolution" pp. 700-707.

Films:

"History of the Negro in
America Series"

1619-1860: "Out of Slavery"

1861-1877: "Civil War and
Reconstruction"

1877-Today: "Freedom
Movement"

mp McGraw-Hill

A. V. MATERIALS

TEACHER'S NOTES

Films:

"History of the Negro in
America Series"

1619-1860: "Out of Slavery"

1861-1877: "Civil War and
Reconstruction"

1877-Today: "Freedom
Movement"

mp McGraw-Hill

COMPANY
 NAME

ADDRESS/PHONE NO.

1.

2.

3.

4.

5.

Original

1.

2.

Chlorophyll *a* and *b* Content

1. DATE _____
 2. NAME _____
 3. ADDRESS _____
 4. CITY _____
 5. STATE _____
 6. ZIP _____
 7. PHONE _____
 8. TELETYPE _____
 9. FAX _____
 10. E-MAIL _____
 11. TELEFAX _____
 12. TELEPHONE _____
 13. TELETYPE _____
 14. FAX _____
 15. E-MAIL _____
 16. TELEFAX _____
 17. TELEPHONE _____
 18. TELETYPE _____
 19. FAX _____
 20. E-MAIL _____
 21. TELEFAX _____
 22. TELEPHONE _____
 23. TELETYPE _____
 24. FAX _____
 25. E-MAIL _____
 26. TELEFAX _____
 27. TELEPHONE _____
 28. TELETYPE _____
 29. FAX _____
 30. E-MAIL _____
 31. TELEFAX _____
 32. TELEPHONE _____
 33. TELETYPE _____
 34. FAX _____
 35. E-MAIL _____
 36. TELEFAX _____
 37. TELEPHONE _____
 38. TELETYPE _____
 39. FAX _____
 40. E-MAIL _____
 41. TELEFAX _____
 42. TELEPHONE _____
 43. TELETYPE _____
 44. FAX _____
 45. E-MAIL _____
 46. TELEFAX _____
 47. TELEPHONE _____
 48. TELETYPE _____
 49. FAX _____
 50. E-MAIL _____
 51. TELEFAX _____
 52. TELEPHONE _____
 53. TELETYPE _____
 54. FAX _____
 55. E-MAIL _____
 56. TELEFAX _____
 57. TELEPHONE _____
 58. TELETYPE _____
 59. FAX _____
 60. E-MAIL _____
 61. TELEFAX _____
 62. TELEPHONE _____
 63. TELETYPE _____
 64. FAX _____
 65. E-MAIL _____
 66. TELEFAX _____
 67. TELEPHONE _____
 68. TELETYPE _____
 69. FAX _____
 70. E-MAIL _____
 71. TELEFAX _____
 72. TELEPHONE _____
 73. TELETYPE _____
 74. FAX _____
 75. E-MAIL _____
 76. TELEFAX _____
 77. TELEPHONE _____
 78. TELETYPE _____
 79. FAX _____
 80. E-MAIL _____
 81. TELEFAX _____
 82. TELEPHONE _____
 83. TELETYPE _____
 84. FAX _____
 85. E-MAIL _____
 86. TELEFAX _____
 87. TELEPHONE _____
 88. TELETYPE _____
 89. FAX _____
 90. E-MAIL _____
 91. TELEFAX _____
 92. TELEPHONE _____
 93. TELETYPE _____
 94. FAX _____
 95. E-MAIL _____
 96. TELEFAX _____
 97. TELEPHONE _____
 98. TELETYPE _____
 99. FAX _____
 100. E-MAIL _____
 101. TELEFAX _____
 102. TELEPHONE _____
 103. TELETYPE _____
 104. FAX _____
 105. E-MAIL _____
 106. TELEFAX _____
 107. TELEPHONE _____
 108. TELETYPE _____
 109. FAX _____
 110. E-MAIL _____
 111. TELEFAX _____
 112. TELEPHONE _____
 113. TELETYPE _____
 114. FAX _____
 115. E-MAIL _____
 116. TELEFAX _____
 117. TELEPHONE _____
 118. TELETYPE _____
 119. FAX _____
 120. E-MAIL _____
 121. TELEFAX _____
 122. TELEPHONE _____
 123. TELETYPE _____
 124. FAX _____
 125. E-MAIL _____
 126. TELEFAX _____
 127. TELEPHONE _____
 128. TELETYPE _____
 129. FAX _____
 130. E-MAIL _____
 131. TELEFAX _____
 132. TELEPHONE _____
 133. TELETYPE _____
 134. FAX _____
 135. E-MAIL _____
 136. TELEFAX _____
 137. TELEPHONE _____
 138. TELETYPE _____
 139. FAX _____
 140. E-MAIL _____
 141. TELEFAX _____
 142. TELEPHONE _____
 143. TELETYPE _____
 144. FAX _____
 145. E-MAIL _____
 146. TELEFAX _____
 147. TELEPHONE _____
 148. TELETYPE _____
 149. FAX _____
 150. E-MAIL _____
 151. TELEFAX _____
 152. TELEPHONE _____
 153. TELETYPE _____
 154. FAX _____
 155. E-MAIL _____
 156. TELEFAX _____
 157. TELEPHONE _____
 158. TELETYPE _____
 159. FAX _____
 160. E-MAIL _____
 161. TELEFAX _____
 162. TELEPHONE _____
 163. TELETYPE _____
 164. FAX _____
 165. E-MAIL _____
 166. TELEFAX _____
 167. TELEPHONE _____
 168. TELETYPE _____
 169. FAX _____
 170. E-MAIL _____
 171. TELEFAX _____
 172. TELEPHONE _____
 173. TELETYPE _____
 174. FAX _____
 175. E-MAIL _____
 176. TELEFAX _____
 177. TELEPHONE _____
 178. TELETYPE _____
 179. FAX _____
 180. E-MAIL _____
 181. TELEFAX _____
 182. TELEPHONE _____
 183. TELETYPE _____
 184. FAX _____
 185. E-MAIL _____
 186. TELEFAX _____
 187. TELEPHONE _____
 188. TELETYPE _____
 189. FAX _____
 190. E-MAIL _____
 191. TELEFAX _____
 192. TELEPHONE _____
 193. TELETYPE _____
 194. FAX _____
 195. E-MAIL _____
 196. TELEFAX _____
 197. TELEPHONE _____
 198. TELETYPE _____
 199. FAX _____
 200. E-MAIL _____
 201. TELEFAX _____
 202. TELEPHONE _____
 203. TELETYPE _____
 204. FAX _____
 205. E-MAIL _____
 206. TELEFAX _____
 207. TELEPHONE _____
 208. TELETYPE _____
 209. FAX _____
 210. E-MAIL _____
 211. TELEFAX _____
 212. TELEPHONE _____
 213. TELETYPE _____
 214. FAX _____
 215. E-MAIL _____

[illegible]

CONTENT

A. V. MATERIALS

TEACHER'S NOTES

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

1. Senior High School

<u>Code</u>	<u>Title</u>
973.9 A15b	Allen, F. L. <u>The Big Change: America Transforms Herself</u> . New York: Harper and Row, Publishers, 1952.
973.9 A15	Allen, Frederick L. <u>Since Yesterday</u> . 1929-1939. New York: Harper and Row, Publishers, 1952.
Curr. Text- book Library	Abrams, Richard. <u>The Issue of Federal Regulation in the</u> Chicago: Rand-McNally Company, 1963.
973.91 Bai	Bailey, T.A. <u>Woodrow Wilson - The Great Betrayal</u> . Chicago: Rand-McNally Company, 1945.
327.73 B15	Bailey, Thomas. <u>A Diplomatic History of the American People</u> . New York: Appleton-Century Croft, Inc., 1955.
342.73 Be	Beard, Charles A. <u>An Economic Interpretation of the Constitution</u> . New York: Macmillan Book Company, 1941.
973.8 Be	Beer, Thomas. <u>The Mauve Decade: American Life at the Turn of the Century</u> . Vintage. 1926.
921 Tha	Bingham, June. <u>U Thant: The Search for Peace</u> . New York: Random House, Inc., 1966.
Curr. Text- book Lib.	Book, Arthur. <u>History of Our World</u> . New York: Houghton Mifflin Company, 1966.
973.9 B7S	Brogan, Denis W. <u>Era of F.D.R.: A Chronicle of the New Deal</u> . Yale University Press, 1950.

BIBLIOGRAPHY

A. BOOKS

1. Senior High School

Title

The Big Change: America Transforms Herself. 1900-1950. New
er and Row, Publishers, 1952.

ck L. Since Yesterday. 1929-1939. New York: Harper, 1940.

E. The Issue of Federal Regulation in the Progressive Era.
and-McNally Company, 1963.

Woodrow Wilson - The Great Betrayal. Chicago: Quadrangle

A Diplomatic History of the American People. 5th Ed.
ppleton-Century Croft, Inc., 1955.

A. An Economic Interpretation of the Constitution of the U.S.
Macmillan Book Company, 1941.

The Mauve Decade: American Life at the End of the Nineteenth
ntage. 1926.

U Thant: The Search for Peace. New York: Alfred A. Knopf,

History of Our World. New York: Houghton-Mifflin, 1967.

Era of F.D.R.: A Chronicle of the New Deal and Global
University Press, 1950.

- 973.8 Buck, Paul H. The Road to Reunion 1865-1900. Boston:
Bu Company, 1937.
- 973.8 Buck, Solon J. The Agrarian Crusade. New York: Yale Un
B85 1921.
- 920 Carr, Albert. Men of Power. A Book of Dictators. New Y
C23 1956.
- 973 Commager, Henry S. Documents of American History. 7th E
Com Appleton-Century-Crofts, Inc., 1963
- 973 Commager, Henry S. and Allan Nevins. The Heritage of Ame
C73 Little, Brown and Company, 1949
- 943.087 Connell, Brian. A Watcher on the Rhine. An Appraisal of
C76 New York: Morrow, 1957.
- Curr. Text- Cotner, Robert C., et.al., eds. Readings in American His
book Lib. Boston: Houghton-Mifflin Company, 1964.
- 973 Cramer, K.C. The Causes of War: The American Revolution
Cra and World War I. Glenview, Illinois: Scott-Foresman
P and World War I. Glenview, Illinois: Scott-Foresman
- 973 Cuban, Larry. The Negro in America. Glenview, Ill.: Sc
Cub Company, 1964.
P
- 973 Degler, Carl N. Out of Our Past: The Forces That Shaped
Deg New York: Harper and Row, Publishers, Inc., 1959.
- 943 Dill, Marshall. Germany: A Modern History. Ann Arbor,
Dil Michigan Press, 1961.
- 335.3 Donlon, Roger H. Outpost of Freedom. New York: McGraw-
Don 1965.
- 972.9 Draper, Theodore. Castro's Revolution. Myths and Realit
Dra Frederick A. Praeger, Inc., 1962.

The Road to Reunion 1865-1900. Boston: Little, Brown and
The Agrarian Crusade. New York: Yale University Press,
Men of Power. A Book of Dictators. New York: Viking Press,
E. Documents of American History. 7th Ed. New York:
Harcourt-Crofts, Inc., 1963
E. and Allan Nevins. The Heritage of America. Boston:
Harcourt and Company, 1949
A Watcher on the Rhine. An Appraisal of Germany Today.
Harcourt, 1957.
E., et.al., eds. Readings in American History. Vol. 2.
Harcourt-Mifflin Company, 1964.
The Causes of War: The American Revolution, the Civil War
I. Glenview, Illinois: Scott-Foresman and Company, 1965.
The Negro in America. Glenview, Ill.: Scott-Foresman and
Out of Our Past: The Forces That Shaped Modern America.
Harcourt and Row, Publishers, Inc., 1959.
Germany: A Modern History. Ann Arbor, Mich.: U of
Michigan, 1961.
Outpost of Freedom. New York: McGraw-Hill Book Company.
Castro's Revolution. Myths and Realities. New York:
Praeger, Inc., 1962.

- Durm. Alex. Immigration, 1880-1914. Ed. Contributions in American History. New York: American Book Company, 1906.
- 327.73 Dul Dulles, Foster R. America's Rise to World Power. 1898-1918. Harper and Row, Publishers, 1955.
- 325 Han Handlin, Oscar. Immigration as a Factor in American History. Cliffs, N.J.: Prentice-Hall, 1959.
- 940.544 H43 Hershey, John. Hiroshima. New York: Alfred A. Knopf, 1946.
- 329 Hic Hicks, John D. Populist Revolt: A History of the Farmer and the People's Party. Lincoln: University of Nebraska Press, 1961.
- 320.1 Hig Higham, John. Strangers in the Land, 1860-1925. New York: Oxford University Press, 1963.
- 973.91 Hof Hofstadter, Richard. The Age of Reform: From Bryan to F.D.R. Prentice-Hall, 1965.
- 973 Hol Holbrook, Stewart H. Age of the Moguls. New York: Doubleday, 1953.
- 973.9 H84 Howland, Harold. Theodore Roosevelt and His Times. New York: University Press, 1921.
- 028 H97 Hutchins, Robert M. Great Books of the Western World (Series 1). New York: Random House, 1955.
- 973 Jam P James, Leonard F. The Supreme Court in American Life. New York: Oxford University Press, 1964.
- 973.8 Jos Josephson, Matthew. The Robber Barons. New York: Harper & Row, World, Inc., 1962.
- 327.73 Ken Kenner, George F. American Diplomacy. 1900-1920. Cliffs, N.J.: Prentice-Hall, 1959.

- ... Allen. His Contribution to American History. New York: American Book Company, 1906.
- ... R. America's Rise to World Power. 1898-1924. New York: Row, Publishers, 1955.
- ... Immigration as a Factor in American History. Englewood-Cliff: Prentice-Hall, 1959.
- ... Hiroshima. New York: Alfred A. Knopf, 1946.
- ... Populist Revolt: A History of the Farmer's Alliance and its Party. Lincoln: University of Nebraska Press, 1960.
- ... Strangers in the Land, 1860-1925. New York: Atheneum, 1963.
- ... The Age of Reform: From Bryan to F.D.R. New York: Ball, 1963.
- ... H. Age of the Moguls. New York: Doubleday and Company,
- ... Theodore Roosevelt and His Times. New Haven: Yale Press, 1921.
- ... M. Great Books of the Western World (Synopticon). Simon and Schuster, 1955.
- ... F. The Supreme Court in American Life. Scott-Foresman,
- ... The Robber Barons. New York: Harcourt, Brace, and World, 1962.
- ... F. American Diplomacy. 1900-1950. Chicago: University of Chicago Press, 1952.

320.75 Kennedy, John Fitzgerald. A Man of the Century. New
Ken Row, Publishers, Inc., 1958.

323.4 King, Martin Luther. My N. O. Davis. Harper and Row.

321 Kipling, Rudyard. Collected Verse of Rudyard Kipling.
K62 Doubleday, Page, and Company, 1918.

Fic Lederer, William J. and Eugene Burdick. The Ugly American.

973.91 Leuchtenburg, William E. The Perils of Prosperity, 1914-1918.
Le University of Chicago Press, 1958.

331 Lirwack, Leon, Ed. The American Labor Movement. New York:
Lit Inc., 1962.

940.54 Lamm, Walter. Day of Infamy. New York: Holt, Rinehart
L88

907 Lyons, D. Presidential Power in the New Deal. Boston:
Roz
P

973 Mandelbaum, Seymour J. The Social Setting of Intolerance.
Man Scott-Foresman and Company, 1964.
P

921 Mathews, Basil. Booker T. Washington: Educator and Inter.
W27 Harvard University Press, 1948.

Curr. Text- May, Ernest R. Coming of War, 1917. Chicago: Rand-McN.
book Lib. 1963.

Curr. Text- Merrill, E. H., Ed. Responses to Economic Collapse. The
book Lib. of the 1930's. Boston: D.C. Heath and Company, 1964.

973 Meyers, M. Sources of the American Republic, Vol. 1,2.
Mey Scott-Foresman and Company, 1961. (Vol. I only in 1961)
P

335 Morgan, H. Wayne, Ed. American Socialism 1900-1900.
Mor Smith, Publishers, 1954.

John Fitzgerald. A Nation of Immigrants. New York: Harper and Brothers, 1904.

John F. Kennedy. Why We Can't Wait. Harper and Row, 1964.

Rudyard. Collected Verse of Rudyard Kipling. Garden City, N.Y.: Day, Page, and Company, 1918.

William J. and Eugene Burdick. The Ugly American. Norton, 1956.

W. E. B. Dubois. The Perils of Prosperity, 1914-1932. Chicago: University of Chicago Press, 1958.

Ed. The American Labor Movement. New York: Prentice-Hall, 1962.

Herbert Goldhamer. Day of Infamy. New York: Holt, Rinehart and Winston, 1957.

Presidential Power in the New Deal. Boston: D.C. Heath, 1964.

Dr. Seymour J. The Social Setting of Intolerance. Glenview, Ill.: Foreman and Company, 1964.

W. E. B. Dubois. Booker T. Washington: Educator and Inter-Racial Interpreter. University Press, 1948.

Dr. R. Coming of War, 1917. Chicago: Rand-McNally and Company,

W. H., Ed. Responses to Economic Collapse. The Great Depression 1930's. Boston: D.C. Heath and Company, 1964.

Sources of the American Republic, Vol. 1,2. Glenview, Ill.: Foreman and Company, 1961. (Vol. I only in library)

Dr. Wayne, Ed. American Socialism 1900-1906. Magnolia, Mass.: Peter Publishers, 1964.

- 975.9
Mo Henry, George E., ed. The American People. New York: Prentice-Hall, 1964.
- 689.4
Mad Mader, Ralph. Unsafe at Any Speed. New York: Doubleday, 1965.
- 973
N41c Nevins, Allan. Century of Political Cartoons. New York: Random House, 1964.
- 335.4
Ov2 Overstreet, Harry A. and Bonaro Overstreet. What We Mean. New York: W.W. Norton and Co., Inc., 1958.
- 331.88
Pe Pelling, Henry. American Labor. Chicago: University of Chicago Press, 1965.
- 331.88
Pet Peterson, Florence. American Labor Unions: What They Are. 2nd Ed. New York: Harper and Row, Publishers, 1965.
- 921
E79p Petry, Ann. Harriet Tubman: Conductor on the Underground. New York: Crowell, 1955.
- Curr. Text-
book Lib. Platt, Nathaniel and M. Drummond. Our World Through the Ages. New York: Prentice-Hall, Inc., 1967.
- 973
Pow Powell, Daniel. Ideas in Conflict. New York: Scott-Foresman, 1967.
- 973.9
P88 Pratt, Fletcher. War for the World. New Haven: Yale University Press, 1965.
- 973
Rat Ratner, Faye. Reform in America: Jacksonian Democracy, the New Deal. Glenview, Ill.: Scott-Foresman and Company, 1965.
- 920
Rei Reinfield, Fred. Great Dissenters. New York: Thomas Y. Crowell, 1965.
- File Ramirez, Erick M. All Quiet on the Western Front. Boston: Houghton Mifflin Company, 1929.
- 331.88
R11 Rie, Jacob. How the Railway Helped America. New York: Holt, Rinehart and Winston, 1965.

E., Jr. The Twentieth Century: 1900-1950 and Beyond. Boston:

Unsafe at Any Speed. New York: Simon and Schuster, Inc.,

1. Century of Political Cartoons. New York: Scribner's, 1944.

Harry A. and Bonaro Overstreet. What We Must Know About Communism.
W.W. Norton and Co., Inc., 1958.

2. American Labor. Chicago: University of Chicago Press, 1960.

3. American Labor Unions: What They Are and How They Work.
New York: Harper and Row, Publishers, 1963.

4. Harriet Tubman: Conductor on the Underground Railroad. Thomas Y.
1955.

5. Our World Through the Ages. 3rd Ed. New
Yentice-Hall, Inc., 1967.

6. Ideas in Conflict. New York: Scott-Foresman and Company,

7. War for the World. New Haven: Yale University Press, 1950.

8. Reform in America: Jacksonian Democracy, Progressivism and
Real. Glenview, Ill.: Scott-Foresman and Company, 1964.

9. Great Dissenters. New York: Thomas Y. Crowell, 1959.

10. All Quiet on the Western Front. Boston: Little, Brown
ny, 1929.

11. How the Other Half Lives. New York: Hill and Wang, Inc., 1947.

- 973
Rol Rollins, Alfred B., Jr., Ed. Woodrow Wilson and the New America. Dell Publishing Company, 1965.
- Curr. Text-
book Lib. Ross, H. The Cold War: Containment and Its Critics. Chicago: Rand Company, 1963.
- 973.8
Sol Salontos, Theodore. Farmer Movements in the South, 1865-1933. University of Nebraska Press, 1960.
- 973.922
Sol Schlesinger, Arthur M., Jr. A Thousand Days. John F. Kennedy in the White House. New York: Houghton-Mifflin Company, 1965.
- Seeger, Bernhart H. Europe with Focus on Germany. Edelen Company, Rapids, Michigan, 1961. (Found in most Junior High Libraries and grade libraries. Classroom pictures for this title in High School Library.)
- 921
Tho Seidler, Murray B. Norman Thomas, Respectable Rebel. 2nd Ed. University Press, 1961.
- 973
Sha Shannon, David, Ed. The Great Depression. Englewood Cliffs, N.J.: Prentice-Hall, 1960.
- 943.086
Sh Shirer, William L. Rise and Fall of the Third Reich: A History. New York: Simon and Schuster, Inc., 1960.
- Fic Sinclair, Upton. The Jungle. New York: Signet, 1906.
- 973.9
Slo Slosson, Preston. The Great Crusade and After. 1914-1928. New York: Macmillan Book Company, 1930.
- 943.085
Sny Snyder, Louis L. Weimar Republic. A History of Germany from 1918 to 1933. Princeton, N.J.: Van Nostrand, 1966.
- 327.73
Sp Spanier, John. American Foreign Policy Since World War II, 2d ed. New York: Fredrick A. Praeger, Inc., 1965.
- 973
Sta Stern, Isidore, et.al. Living American Documents. New York: Random House, 1961.

Dr., Ed. Woodrow Wilson and the New America. New York: Company, 1965.

Containment and Its Critics. Chicago: Rand, McNally

Farmer Movements in the South, 1865-1933. Lincoln: Nebraska Press, 1960.

Jr., Ed. A Thousand Days. John F. Kennedy in the White House. Boston: Houghton-Mifflin Company, 1965

Europe with Focus on Germany. Fidelex Company, Grand Rapids, 1961. (Found in most Junior High Libraries and all Classroom pictures for this title in High School Textbook

Norman Thomas, Respectable Rebel. 2nd Ed. Syracuse: Syracuse University Press, 1961.

The Great Depression. Englewood Cliffs, N.J.: Prentice-Hall, 1965.

Rise and Fall of the Third Reich: A History of Nazi Germany. New York: Simon and Schuster, Inc., 1960.

The Jungle. New York: Signet, 1906.

The Great Crusade and After. 1914-1928. New York: Signet Company, 1930.

Prussian Republic. A History of Germany from Ebert to Hitler. New York: Van Nostrand, 1966.

American Foreign Policy Since World War II, 2nd Rev. Ed. New York: Frank A. Praeger, Inc., 1965.

Living American Documents. New York: Harcourt-Brace, 1965.

- 909
Swa
2 Swearingen, Norton S. Readings in World History. Allyn,
S
- 913
Ste Steinbeck, John. Grapes of Wrath. Upking, 1958.
- 901
Swa Swados, Harvey. Years of Conscience. The Munksgaard. C
Publishing Company, 1962.
- 936.4
Swe Swearingen, Rodger. The World of Communism: Answers to
Often Asked by American High School Students. New York
Company, 1962.
- 940.5
Tay Taylor, Edmond. Fall of the Dynasties. Garden City, N.Y.
Company, Inc., 1963.
- 973
Tod Todd, Lewis P. and Curli, M. Rise of the American Nation.
Harcourt, Brace, and World, 1968.
- Curr. Text- Travers, Edmund, Ed. Immigration: A Study in American V
book Library D. C. Heath, 1964.
- 940.3
Tuc Tuchman, Barbara W. The Guns of August. New York: Macm.
- 909.82
Tuc Tuchman, Barbara W. The Proud Tower. New York: Macmillan
- 940.3
Tuc Tuchman, Barbara W. The Zimmerman Telegram. New York:
- 951.7
Tul Shilly, Andrew. C.I.A.: The Inside Story. Morrow, 1962.
- 680
Turn Smith, Edwin. Colonial Craftsmen and the Beginnings of A
Cleveland, Ohio: World Publishing Company, 1967.
- 963.973
Vah Vahen, Richard. Truth About the John Birch Society. New
- 973
Wah Wahl, Richard, Ed. The Negro in American History. Macmillan
- 973.93
Wah Watson, Dixon. Age of the Negro: Background 1860-1911. C
Company, 1911.

von S. Readings in World History. (Allen, 1904).

. Grapes of Wrath. Upking, 1958.

Years of Conscience. The Muskies. Cleveland, O.: World
Company, 1962.

ger. The World of Communism: Answers to the 100 Questions
by American High School Students. New York: Houghton-Mifflin
Co., 1962.

Fall of the Dynasties. Garden City, N.Y.: Doubleday and
Co., 1963.

and Curli, M. Rise of the American Nation, Vol. 2. New York:
ace, and World, 1968.

, Ed. Immigration: A Study in American Values. Boston:
Co., 1964.

ra W. The Guns of August. New York: Macmillan Company, 1962.

ra W. The Proud Tower. New York: Macmillan Company, 1966.

ra W. The Zimmerman Telegram. New York: Macmillan Company, 1966.

G.I.A.: The Inside Story. Morrow, 1962.

Colonial Craftsmen and the Beginnings of American Industry.
Inc.: World Publishing Company, 1965.

. Truth About the John Birch Society. New York: Macmillan

Ed. The Negro in American History. New York: Macmillan

-Age of the Great Depression, 1929-1941. New York: Macmillan

Weinberg, Arthur W. and Tula Weinberg. The American People. New York: Random House, 1964.

Winkler, Carl. What Was Really America. Cleveland, O.: E. J. Flannery Publishing, 1964.

Wolff, Leon. Lookout: Story of Homestead Strike. New York: Random House, 1965.

2. Uncoded Books

(The books listed in this section are not to be found. These titles are mentioned in the body of this country's textbooks or classroom reference works which have not been mentioned for reference only.)

Agar, Herbert. The Price of Power. America Since 1945. Chicago: University of Chicago Press, 1957.

Almond, Gabriel A. American People and Foreign Policy. New York: A. Praeger, Inc., 1960.

Anderson, Eugene. European Issues in the 20th Century. New York: Rinehart, and Winston.

Bagdikian, Ben H. In the Midst of Plenty: The Poor in America. New York: Beacon Press, New American Library, 1964.

Bailey, Thomas A. The American Spirit: United States Contemporaries. 2 Vols. 2nd Ed. Boston: D.C. Heath, 1964.

Bass, H.J., Ed. America's Entry Into World War II: Security. Magnolia, Mass.: Peter Smith, Publisher, 1964.

Berle, Adolph A. The 20th Century Capitalist Revolution. New York: Brace and World.

Bernstein, Irving. The New Deal Collective Bargaining. Calif.: University of California Press, 1950.

Billington, Ray A., et.al. The Making of American Democracy. New York: Holt, Rinehart and Winston.

Bradley, C.N. A Soldier's Story. New York: Popular Library, 1964.

and Irla Weinberg. Was America a Democracy? Garden City, 1964.

Was Bull in America? Cleveland, O. Press of the Western World, 1964.

Robert: Story of Homestead Strike of 1892. New York: Harper Brothers, 1965.

2. Uncoded Books

and in this section are not to be found in Disunion 77 libraries. (The mentioned in the body of this curriculum guide and may be classroom reference works which have not been coded or may be reference only.)

The Price of Power. America Since 1945. Chicago: University Press, 1957.

A. American People and Foreign Policy. New York: Frederick Inc., 1960.

. European Issues in the 20th Century. New York: Holt, Winston.

i. In the Midst of Plenty: The Poor in America. Boston: New American Library, 1964.

A. The American Spirit: United States History as Seen by es. 2 Vols. 2nd Ed. Boston: D.C. Heath, 1968.

America's Entry Into World War I: Submarines, Sentiment, or agnolia, Mass.: Peter Smith, Publishers, 1964.

. The 20th Century Capitalist Revolution. New York: Harcourt, World.

ing. The New Deal Collective Bargaining Policy. Berkeley, University of California Press, 1960.

A., et.al. The Making of American Democracy, Vol. 2: New Rinehart and Winston.

A Soldier's Story. New York: Popular Library, Inc.

- Brown, F.A. and Marion A. Brown. Impressions of America. Vol. 2. New York: Harcourt-Brace and World, 1966.
- Canfield, Leon H. and Howard B. Wilder. Making of Modern America. New York: Houghton-Mifflin Company, 1954.
- Chidsley, Donald B. The Day They Sank the Lusitania. New York: Universal Publishing and Distributing Corporation, 1937.
- Clough, Shepard B. The Economic Development of Western Civilization. New York: McGraw-Hill Book Company, 1959.
- Cochran, Thomas C. and Wayne Andrews, Ed. A Concise Dictionary of American History. New York: Charles Scribner's Sons, 1962.
- Committee for Economic Development. Study Materials for Economic Education in Schools. New York City: Praeger.
- Council for Advancement of Secondary Education. Business Enterprise in the American Economy. New York: McGraw-Hill Book Company.
- Council for Advancement of Secondary Education. Capitalism and Other Economic Systems. (Economic Literacy Series) New York: McGraw-Hill Book Company.
- Coyle, David C. Breakthrough to the Great Society: Automation, Affluence, Appalachia. Dobbs Ferry, N.Y.: Oceana Publications, Inc., 1965.
- Davis, Wallace. The New Deal Interpretation. New York: Macmillan Company.
- Dawson, Christopher. Understanding Europe. New York: Doubleday and Company, Incorporated.
- Derber, Milton and Young, Edward. Labor and the New Deal. Madison, Wis.: University of Wisconsin Press, 1957.
- Draper, Theodore. Roots of American Communism. New York: Compass Book, 1963.
- Ebenstein, William. Two Ways of Life. New York: Harper and Row, Publishers, 1964.
- Eisen, Sydney and M. Feller. The Human Adventure. Vol. 2. New York: Harcourt, Brace, and World, 1964.

- Essian-Udom. Black Nationalism. Dell.
- Fedor and Allen. Viewpoints, U.S.A. New York: American Book Company.
- Fies, Herbert. China Tangle. Princeton, N.J.: Princeton University Press, 1953.
- Fenton, Edwin. Thirty-Two Problems in World History: Source Readings and Impressions. Glenview, Ill.: Scott Foresman and Company, 1964.
- Fillen, Louis. Wendell Phillips on Civil Rights. Dell.
- Gavian, Ruth W. and W.A. Hamm. United States History. Boston: D.C. Heath, 1960.
- Gillette, Robert W. Appeasement in the 1930's: Why Did Diplomacy Fail? New York: "Great Issues" Series. Scholastic Book Services, 1966.
- Ginger, Ray. Age of Excess. The U.S. from 1877-1914. New York: Macmillan Company, 1965.
- Holdschmidt, Walter, Ed. The United States and Africa. New York: Franklin A. Praeger, Inc.
- Iriff, Henry F. and John A. Krout. Adventure of the American People. 2nd Ed. Chicago: Rand-McNally and Company, 1968.
- Green, Constance. American Cities in the Growth of the Nation. New York: Harper and Row, Publishers, Inc.
- Greene, T.P., Editor. American Imperialism in 1898. Boston: D.C. Heath.
- Halborn, Hugo. A History of Modern Germany. Vols. 1-3. New York: Alfred A. Knopf.
- Handlin, Oscar. The Uprooted. Boston: Little, Brown and Company, 1951.
- Harlow, Ralph V. and Harmon M. Noyes. Story of America. New York: Holt, Rinehart, Winston, 1961.
- Hasseltine, William B. Third Party Movements in the United States. Lexington, Kentucky: Anvil Press, 1962.

- Heilbroner, R.L. The Worldly Philosophers. New York: Simon and Schuster, Inc.
- Hofstadter and others. The United States: The History of a Republic. 2nd Ed. New York: Prentice-Hall, Inc., 1967.
- Iman, R.W. and T.W. Koch. Labor in American Society. Glenview, Ill.: Scott Foresman and Company, 1965.
- Jacobs, Paul. The State of the Union: U.S. Labor Today. New York: Atheneum Publishers, 1963.
- James, Leonard F. American Foreign Policy. Glenview, Ill.: Scott Foresman and Company.
- Jones, Maldwyn A. American Immigration. Chicago: University of Chicago Press, 1960.
- Kefauver, Estes. Crime in America. New York: Doubleday and Company, Inc.
- Killian and Grigg. Racial Crisis in America: Leadership in Conflict. Prentice-Hall.
- Learner and Thomson. American Capitalism an Introduction. New York: McGraw-Hill Book Company.
- Lenica, J. and Alfred Sauvy. Population Explosion. New York: Dell Publishing Company.
- Lens, Sidney. Working Men: The Story of Labor. New York: G.P. Putnam's Sons, 1960.
- Levenstein, Aaron. Why People Work. Changing Incentives in a Troubled World. New York: Crowell-Collier and Macmillan, Inc.
- Lowitt, Richard, George W. Norris: The Making of a Progressive. 1861-1912. Syracuse, N.Y.: Syracuse University Press, 1963.
- Lukacs, John. A New History of the Cold War. 3rd Ed. Magnolia, Mass.: Peter Smith, Publishers.

- Iyons, U., Ed. Realism and Idealism in Wilson. Pivotal Project. Boston: D.C. Heath.
- MacMillan, Harold. Winds of Change: Reformers and Reforms in America. New York: Harper and Row, Publishers, Inc.
- Matheson, Ian. Paths of Glory. Vantage Press, Inc.
- May, From Imperialism to Isolationism, 1898-1919. New Perspectives in American History Series, Ed. Donald B. Cole. Macmillan.
- Millis, Walter. The Road to War: America 1914-1917. New York: Howard Fertig, Inc., 1935.
- Moore, R. The Green Berets. New York: Crown Publishers, Inc., 1965.
- Musolf, Lloyd D. Promoting the General Welfare: Government and the Economy. Glenview, Ill.: Scott-Foresman and Company, 1965.
- Muzzey, David S. and Arthur S. Link. Our American Republic. Boston: Ginn and Company, 1963.
- Roetker, C. The Monroe Doctrine. Columbus, O.: Charles E. Merrill Publishing Company.
- Pyle, Ernest. Brave Men. New York: Grosset and Dunlop.
- Rash, Earl. The Anatomy of Nazism. New York: Anti-Defamation League of B'nai B'rith.
- Ransom, Harry H. Can American Democracy Survive the Cold War? New York: Doubleday and Company, Inc., 1963.
- Roehm, Wesley A. The Status Revolution and the Progressive Movement. Boston: D.C. Heath: 1965.
- Romula, C. Mother America: A Living Story of Democracy.
- Rozwence, Edwin C. Problems in American Civilization (Series, 9 Vol.) Boston: D.C. Heath.
- Roosevelt, Edwin C. Roosevelt, Wilson, and the Progressives. Boston: D.C. Heath Company, 1950.

Rozwenc, Edwin C. The 1920's: Rhetoric or Reality? Boston: D.C. Heath, 1961.

Selwyn, David. Eugene Debs: Rebel Labor Leader, Prophet. New York: Athrop, Lee and Shepard Company, 1966.

Sinclair, Andrew. Era of Excess: A Social History of the Prohibition Movement. New York: Colophon Books.

Slichter, Sumner H. Economic Growth in the United States: Its History, Problems, and Prospects. New York: Macmillan Company.

Snyder, L.L. et.al. Panorama of the Past. Vol. 2 Readings in World History. New York: Houghton-Mifflin.

Snyder, L.L. and R.B. Morris. A Treasury of Great Reporting. New York: Simon and Schuster, Inc.

Snyder, Louis L. Western Europe: An Introduction to the History, Geography, Cultures, and Political and Economic Problems of the Nations of Western Europe. Scholastic, 1966.

Steffens, Lincoln. The Shame of the Cities. New York: Hill and Wang, Inc.

Tansill, Charles C. America Goes to War. Magnolia, Mass.: Peter Smith, Publisher.

Taylor, Overton H. A History of Economic Thought. New York: McGraw-Hill Book Company, 1960.

Tunley, Roul. Kids, Crime, and Chaos: A World Report on Juvenile Delinquency. New York: Dell Publishing Company.

Tunnard, Christopher and H.H. Reed. American Skyline: The Growth and Form of Our Cities and Towns. New York: Mentor Books.

Ver Steeg, Clarence L. The American People: Their History. New York: Harper and Row, Publisher, 1961.

Vogt, Hanna. (Tr. by H. Strauss) Burden of Guilt: A Short History of Germany, 1914-1945. New York: Oxford University Press, 1964.

Wall Street Journal Editors. New Millionnaires and How They Made
Fortunes. New York: Macfadden Bartell Books.

Ware, Louise. Jacob H. Riis: Police Reporter, Reformer, Useful
New York: Macfadden Bartell Books.

Ware, Norman J. The Labor Movement in the United States 1860-1900
Study in Democracy. New York: New York House, Inc.

Warne, C.E., Ed. Industry-Wide Collective Bargaining: Promise and
Boston: Raytheon Education Company.

Wedgewood, C.V. A Sense of the Past. New York: Macmillan Company.

Weingast, David. This is Communism. New York: Oxford Book, Inc.

Wilson, Mitchell. American Science and Invention. New York:
Schuster.

Woodward, Glenn. Strange Career of Jim Crow. Galaxie Books, Co.

Ziegler, Benjamin. Desegregation and the Supreme Court. Amherst,
Boston: D.C. Heath.

The Communist Party of the U.S. of America; What It Is, How It Works
Handbook for Americans. Washington, D.C.: U.S. Government Printing
1956.

3. Series

330.9
Nor
P

Economic Forces in American History - Series

Gallman, R. Developing the American Colonies
North, D. Decisions that Faced the New Nation
Parker, W. Commerce, Cotton and Western Expansion
Davis, L. Growth of Industrial Enterprise
McDougall, D. World Power and New Problems
Smolensky, E. Adjustments to Depression and War
Babian, H. Problems of Prosperity and Leadership

309.173
G53

Goals for Americans: Report on the President's Commission on the
New York: Prentice-Hall, Inc., 1960.

Editors. New Millionnaires and How They Made Their
ork: Macfadden Bartell Books.

ob H. Riis: Police Reporter, Reformer, Useful Citizen.
adden Bartell Books.

The Labor Movement in the United States 1860-1895. A
acy. New York: New York House, Inc.

Industry-Wide Collective Bargaining: Promise or Menace?
on Education Company.

Sense of the Past. New York: Macmillan Company.

This is Communism. New York: Oxford Book, 1961.

American Science and Invention. New York: Simon and

Strange Career of Jim Crow. Galaxie Books, Oxford Press.

Desegregation and the Supreme Court. Amherst Series.
eath.

ry of the U.S. of America; What It Is, How It Works. A
cans. Washington, D.C.: U.S. Government Printing Office,

3. Series

American History - Series
veloping the American Colonies
isions that Faced the New Nation
mmence, Cotton and Western Expansion
owth of Industrial Enterprise
orld Power and New Problems
Adjustments to Depression and War
oblems of Prosperity and Leadership

s: Report on the President's Commission on National Goals.
rice-Hall, Inc., 1960.

1

Problems in American History (Series) Scott-Foresman

973 Cramer, K.C. The Causes of War.
Cra

973 Cuban, Larry. Negro in America.
Cub

973 James, L.F. Supreme Court in American Life.
Jam

973 Mandelbaum, S.J. Social Setting of Intolerance.
Man

973 Rottner, Faye. Reform in America.
Rot

B. MAGAZINES

American Heritage

August, 1937	"World War II..."
June, 1955	"A Liner, U-Boat and History"
February, 1957	"The Needless War With Spain"
August, 1957	"A Few Men in Soldier Suits"
February, 1958	"Funston Conquers Aguinaldo"
December, 1958	"Where Ignorant Armies Clashed by Night"
February, 1959	"Blimps in..."
	"Marine Corps in..."
June, 1959	"Seige of Wake Island"
October, 1959	"The War to End War"
June, 1960	"The Enemies of Empire"
December, 1960	"The Sham Battle of Manila"
April, 1961	"The Wasted Mission"
February, 1962	"How We Got Guatanama"
	"Pearl Harbor: Who Blundered?"
June, 1962	"Black Jack's Mexican Goose Chase"
February, 1963	"Six Minutes That Changed the World"
June, 1963	"Bloody Belleau Wood"
August, 1963	"The Man Who Invented Panama"
February, 1963	"The Great White Fleet"
April, 1964	"When Gentlemen Prepared for War"

American Heritage (continued)

June, 1964	"The First Flag-Raising on Iwo Jima"
June, 1965	"A Yank in the BEF"
February, 1966	"A Coastwatcher's Diary"
October, 1965	"Still Quiet on the Western Front"
February, 1966	"I've Served My Time in Hell"
April, 1966	"God, Please Get Us Out of This"
	"The Fall of Corregidor"

American History Illustrated

July, 1966	"George Patton - A Personality Profile"
May, 1966	"The Second Battle of the Marne"
	"A Company Commander's Story of the Battle"
June, 1966	"What Happened to the <u>Maine</u> ?"
August, 1966	"The Molly Maguires"
November, 1966	"The Battle of Tientsin"
November, 1966	"Hiram Johnson of California"
February, 1967	"The Outstanding Soldier of the AEF"
April, 1967	"President Wilson and the Russians"
June, 1967	"The P-rp"
	"How One Flying Tiger Died"
October, 1967	"Thomas Nast, Pioneering Cartoonist"
November, 1967	"Blooding the 83rd Division in Normandy"
December, 1967	"Theodore Roosevelt: Conservationist"
January, 1968	"The Capture of Peking"
January, 1968	"Coolidge and the Teapot Dome Mess"
Jan.-Feb., 1968	"Appraisal of Douglas MacArthur"
	"MacArthur Profile"
February, 1968	"Carry Nation - Saloons' Nemesis"
April, 1968	"Fiasco at San Juan"
May, 1968	"The Human Side of J. P. Morgan"

Current History

January, 1960	"West Germany as a World Power"
April, 1963	"European Common Market"
November, 1966	"West Europe"
June, 1965	"The Labor Movement: Role of the Federal Government"

Mankins Vol. 1, No. 8 "The First American Fight for Civil
Harper's June, 1950 Morrison, S.E. "Did Roosevelt Start
Social Education. April, 1958. Special Issue on USSR.

C. RECORDS

Jane Addams of Hull House. NASSP

Captains of Industry

The Glory of Negro History

- 118 I Can Hear It Now
- 251 Life History of the U.S. (Record 9 - 1901-1917)
- 356 New York Times: Draft, Lindbergh, British Support U.S., Jap
Envoys, Day of Infamy, Surrender. (Booklet accompanies recor
- 440 We Shall Overcome (Booklet accompanies record)

D. FILMS

1. School-owned

- 1359 Civil War: Background Issues. 16 min. b/w
- 1360 Civil War: First Two Years. 16 min. b/w
- 1361 Civil War: 1863-1865. 16 min. b/w
- 1289 Germany: Key to Europe. 21 min. b/w
- 1340 Germany Today. 22 min. color
- 419 Inventions in America's Growth II. (1850-1910) 11 min.
- 38 Meaning of the Industrial Revolution. 10 min. b/w

8 "The First American Fight for Civil Rights"

Morrison, S.E. "Did Roosevelt Start the War?"

April, 1958. Special Issue on USSR.

C. RECORDS

House. NASSP

History

U.S. (Record 9 - 1901-1917)

ift, Lindbergh, British Support U.S., Japanese Peace
y, Surrender. (Booklet accompanies record)

Booklet accompanies record)

D. FILMS

1. School-owned

and Issues. 16 min. b/w

A-V

10 Years. 16 min. b/w

A-V

15. 16 min. b/w

A-V

rope. 21 min. b/w

A-V

min. color

A-V

a's Growth II. (1850-1910) 11 min. color

A-V

lutional Revolution. 10 min. b/w

A V

<u>Code</u>	<u>Title</u>
1011	Productivity: The Key to America's Economic Growth" 20 min. b/w
1363	The Second World War: Allied Victory. 28 min. b/w
1362	The Second World War: Triumph of the Axis. 25 min. b/w

2. Edu-Cultural Center

5046	Civil Rights Movement, Historic Roots. 16 min bw
5483	Competition and Big Business. 22 min.
5112	Growth of Big Business in America, 1865-1900. 16 min. b/w
0113	Immigration in American History 11 min. bw
5476	Life in the 30's: Part I 26 min. b/w
5477	Life in the 30's: Part II 26 min. b/w
5317	Roosevelt, Franklin D. Part I: The New Deal 26 min. b/w
5428	The Second World War: Prelude to Conflict 28 min. b/w
5277	Harry Truman: Part I 26 min. b/w
5278	Harry Truman: Part II 26 min. b/w
5307	Woodrow Wilson: The Spokesman for Tomorrow 27 min. b/w
5308	World War I: The Background 14 min. b/w
0277	World War I: Building the Peace 11 min. b/w
5312	World War II: Background and Causes 16 min. b/w

TitleLibrary

"Key to America's Economic Growth" 20 min. Color	A-V
er: Allied Victory. 28 min. b/w	A-V
er: Triumph of the Axis. 25 min. b/w	A-V

Edu-Cultural Center

ent, Historic Roots. 16 min bw	E-C
e, Business. 22 min.	E-C
ness in America, 1865-1900. 16 min. b/w	E-C
frican History 11 min. bw	E-C
Part I 26 min. b/w	E-C
Part II 26 min. b/w	E-C
l D. Part I: The New Deal 26 min. b/w	E-C
er: Prelude to Conflict 28 min. b/w	E-C
t I 26 min. b/w	E-C
t II 26 min. b/w	E-C
he Spokesman for Tomorrow 27 min. b/w	E-C
ackground 14 min. b/w	E-C
ding the Peace 11 min. b/w	E-C
ckground and Causes 16 min. b/w	E-C

3. Available for Rental

Admiral Dewey's Victory at Manila. You Are There Series. 27 min. b/w
(McGraw-Hill)

Aftermath of World War II: Prologue to the Cold War. 25 min. b/w
(McGraw-Hill) U of Ill. or U of Minn.

The Age of Specialization. (McGraw-Hill) 13 min. b/w U of Minn.

America the Beautiful EBF-NBC

American Farmer. 29 min. Color. Ford. Free.

American Road. Color. Ford

Bank Holiday Crisis of 1933. You Are There Series (McGraw-Hill) 27 min.
b/w

Bargaining Collectively. TFC 11 min. b/w U of Minn.

Battle of Britain. (United World Films) Indiana University

Berlin Airlift. You Are There Series. 28 min.. b/w (McGraw-Hill)
U of Minn.

Berlin: Outpost of Freedom. Alemann.

Berlin: Test for the West. (EBF) 19 min. b/w U of Minn.

Causes and Effects of World War I (Inter. Geog.)

The Challenge. 30 min. Color. Sterling. Free

Chamberlain at Munich. You are There Series. (McGraw-Hill) Indiana U or
U of Minn. 30 min. b/w

Chester Nimitz Story. Air Force.

Churchill: Man of the 20th Century. (Used by World History, 1968)

Five Cities and the Poor - I and II

Cities: The Rise of New Towns.

The Cold War: The Early Period (1946-1953) (McGraw-Hill) 18 min. b/w

Communism in the U.S. Red Myth Series No. 11. 29 min. b/w Indiana U
and U of Minn.

Confronted. (Used by American Studies 9, January, 1969) b/w Indiana U

The Control Revolution. (Indiana U) bw 29 min. Indiana U or U of
Minn.

Crime in the Cities. (EBF-NBC) 30 min. b/w U of Minn.

Crime in the Streets. Indiana U.

Crisis at Munich. 20th Century Series. (McGraw-Hill) 26 min. b/w
Indiana U and U of Minn.

Cuba: The Missile Crisis. (McGraw-Hill) NBC News. 2 Parts, 52 min. b/w

December 7, 1941. You Are There Series (McGraw-Hill) 27 min. b/w U of Minn.

Dust Bowl. 26 min. b/w (McGraw-Hill) CBS News 20th Century Series.

East Germany: Land Beyond the Wall" (Carousel) CBS Reports. Parts 1,2.
53 min. b/w U of Minn.

The Eisenhower Years. 21 min. b/w U of Minn.

Engine at the Door. 29 min. b/w (Indiana U) Indiana U and U of Minn.

Fall of China. 20th Century Series. (McGraw-Hill) 26 min. b/w Used by
World History, 1968. U of Minn.

Federal Reserve System. (EBF) 20 min. b/w Indiana U and U of Minn.
(Used by S.S. 12 March, 1969)

Henry Ford. (McGraw-Hill) 26 min. b/w

Free at Last. 30 min. b/w (Indiana U) Indiana U and U of Minn.
 (Used by American Studies 9, Jan., 1969)

From Kaiser to Fueher. 20th Century Series (McGraw-Hill) 24 min. b/w
 U of Minn or U of Ill.

The Fur-Lined Foxhole. 30 min. b/w (Indiana U) Indiana U or U of
 Minn.

Germany: A Family of the Industrial Ruhr. (McGraw-Hill) 16 min. b/w

Germany: Kaiser to Fuehrer.

Germany Today. MOT U of Indiana

The Golden Twenties. Parts 1 and 2. (McGraw-Hill) 67 min. b/w U of
 Minn.

Growth of Farming in America. 16 min. Coronet.

Guilty or Not: The Nuremberg Trials. RKO

The Hard Way. (Indiana U) 60 min. b/w Indiana U or U of Minn.

Headlines of the Century TFC

Hirohito.

History of the Negro in America (Series)

1619-1860: Out of Slavery

1861-1877: Civil War and Reconstruction

1877-Today: Freedom Movement

History of U.S. Navy Series. U.S. Navy. Free.

How to Look at a City. (Indiana U.) 30 min. b/w Indiana U or U of Minn.

Imperialism and European Expansion. (Coronet) 15 min. U of Minn. or U of

Inheritance. 55 min. b/w U of Ill. U of Minn.

It Takes Everybody to Build This Land. 16 min. b/w U of Minn.

The Korea Story (United World)

The Labor Movement: Beginnings and Growth. (Coronet) 13 min. U of Minn.

The Land. (McGraw-Hill) 54 min. 2 parts b/w U of Minn., Indiana U.

Land of Promise. (AFL-CIO) 28 min. b/w U of Minn.

Life and Times of Teddy Roosevelt. 20th Century Series. (McGraw-Hill)
26 min. b/w Northern Ill. U or U of Minn.

Lost Battalion You Are There Series. (McGraw-Hill) 30 min. b/w U of Minn.

The Man Who Changed the World. 10 min. Teaching Film Custodian.

Mao Tse-tung. (McGraw-Hill) 26 min. b/w U of Ill. or U of Minn.

Marked for Failure. (Indiana U) 60 min. b/w Indiana U or U of Minn.

Joseph McCarthy. (McGraw-Hill) 26 min. b/w

The Messenger from Violet Drive. Indiana U.

Mr. Europe and the Common Market. (CBS-Carousel) 50 min. b/w U of Minn.

NATO Action for Defense. (UW) U of Ill.

The Negro and the American Promise.

New Americans (McGraw-Hill)

New Mood. (Indiana U) 30 min. b/w Indiana U and U of Minn.

Nightmare in Red. Project 20 Series. (McGraw-Hill) 58 min. b/w
U of Ill. or U of Minn.

The 1930's Air Power (Series) Air Force.

Not So Long Ago. (NBC-McGraw-Hill) Project 20 Series. 54 min. b/w
 Parts 1 and 2. Indiana U and Wisconsin State.

The Occupation of Japan. U of Indiana.

Our Union. (United Electrical Workers)

The Panama Canal. 28 min. b/w Association.

Pearl Harbor. Air Power Series. U of Ill.

Point of Order (McCarthy Hearings) (Continental)

Policing Germany. U of Ill.

Prelude to War. Ill. U.

Private Dream - Public Nightmare. 30 min. bw/ (Indiana U) U of Minn. or
 Indiana U.

The Revolution in Europe's Role in the World. (Indiana U) NET 29 min. b/w
 Indiana U or U of Minn.

Rise and Fall of Nazi Germany. Indiana U

The Rise of Adolph Hitler. You Are There Series. (McGraw-Hill) 27 min. b/w
 U of Minn.

Rise of Modern Industrial America. 30 min. (Norwood)

Rise of Nationalism in S.E. Asia. U of Ill.

Rise of Organized Labor (McGraw-Hill) 18 min. b/w U of Minn.
 Used by S.S. 12, 1968.

The Secret Message That Plunged U.S. into W.W.II (McGraw-Hill) You Are There
 Series. 27 min. b/w U of Minn.

Sit-In Parts 1 and 2. NBC White Paper. 54 min. b/w (McGraw-Hill)

Smalltown, U.S.A. (EBF-NBC) 27 min. b/w U of Minn.

Stalin. (McGraw-Hill) 26 min. b/w U of Minn.

Story of Iron and Steel.

Territorial Possessions of the U.S. (Int. Geog) 22 min. b/w U of Minn.

Three Cures for a Sick City (Indiana U) 30 min. b/w U of Minn.

The Tiger's Tail.

Trial at Nuremberg. (CBS-McGraw-Hill) 20th Century Series. 26 min. b/w

The Troubled Cities. Parts 1 and 2. (Indiana U) 60 min. b/w Indiana University, U of Minn.

True Glory (BIS)

Twelve Nations Sign the North Atlantic Pact. (United World)

The '29 Boom and 30's Depression. (McGraw-Hill) 15 min. b/w U of Minn. or U of Ill.

Twisted Cross. Project 20. (McGraw-Hill) 55 min. bw Indiana U or U of Minn. (Used by World History, 1968)

The United Nations: Organization for Peace. 21 min. b/w U of Ill. or U of Minn. (Used by U.S. History and S.S. 12 in 1968)

U.S. Expansion Overseas. (1893-1917) (Coronet) 12 min. U of Minn.

Universal Machine. (Indiana U) 29 min. b/w Indiana U or U of Minn.

Universe of Numbers. (Indiana U) 29 min. b/w Indiana U or U of Minn.

Victory at Sea. (EBF-NBC) 84 min. b/w U of Minn.

Victory in Europe. (McGraw-Hill)

Walk in My Shoes. Parts I and II. (McGraw-Hill) 54 min. b/w U of Minn.

The Week That Shook the World. 20th Century Series. (McGraw-Hill) 25 min.
b/w U of Minn. or Ind. U. (Used by World History, 1968)

What is a Corporation? bw U of Ill.

What Is Business? 11 min. (Coronet) U of Minn.

What We Have

Why Korea? (TFC) 30 min. b/w U of Minn.

With These Hands (Int. Garment Workers)

The Women Get the Vote. (McGraw-Hill) 27 min. b/w U of Minn.

Woodrow Wilson. (Film Classics Exch.)

World at War. Illinois University.

World War I (EBF) 27 min. b/w U of Minn.

World War I: Documentary on the Role of the U.S. (EBF) U of Ill.

World War II: Prologue, USA. (EB) 28 min. b/w U of Minn.

Yanks are Coming. TFC

You Are There (McGraw-Hill) U of Minn.

December 7, 1941

The Surrender of Corregidor

D-Day, June, 1944

The Liberation of Paris

V-J Day

Code

E. FILMSTRIPS

326 CFS The Abolitionists

330(12) CFS American Capitalism: A Flexible and Dynamic System

32 (18) CFS The American Economic System

335 CFS The Anatomy of Naziism

973.9(10) Atomic Age and the Challenge of Communism
CFS

920(17-18) Winston Churchill: The Man and the Century:
SCFS

973.2(5) CFS The Cradle of American Industry

973.9(2- Dwight D. Eisenhower. Parts I and II
3)SCFS

973.9(14- F.D.R.: The Years That Changed the Nation. Parts I and I.
15) SCFS

973.9(7) Great Depression and the New Deal
CFS

973.9(18- The Great Depression: 1929-1939.
19) SCFS

917.4(3) CFS How Industry Began (New England)

973.5(17) Industry Changes America (1812-1900)
CFS

331.88 FS Labor in the News, 1949.

331 CFS Labor Problems and New Areas of Industry (1865-1900)

330 FS Magic of Mass Production

330.9 FS The Marshall Plan (December, 1948) N.Y. Times

973.9(12) CFS Momentous Decade: The Fifties

333.7(2) FS More Wildlife Through Soil and Water Conservation

FILMSTRIPS

Library

	HS
lexible and Dynamic System	HS
em	HS
	L
ge of Communism	HS
n and the Century:	AV
ustry	F,HS
ts I and II	AV
anged the Nation. Parts I and II	AV
ew Deal	HS
9-1939.	AV
land)	HS
(1812-1900)	HS
	HS
as of Industry (1865-1900)	HS
	HS
r, 1948) N.Y. Times	AV
ities	HS
and Water Conservation	I,HS

338(2) CFS Natural Resources and Industrial Development
 973.9(5) CFS New Freedom and World War I
 608(10) CFS New Inventions and Industrial Developments
 609 CFS New Processes Aid Industrial Development
 338.7 CFS New Systems of Business Organization and the Flood of Immigration
 917.4(6) CFS Other New England Industries
 353.3(2-3) SCFS Portrait of a Cabinet Member; Stewart L. Udall, Sec. of the Interior
 Parts 1 and 2
 353(2-3) SCFS Portrait of a Freshman Congressman Parts 1 and 2
 Problems of the Cities. New York Times. Filmstrip and record.
 973.9(16-17) SCFS The Reckless Years: 1919-1920.
 323.35(20) SCFS Special Report: Cities, U.S.A. Guidance Associates
 973.9(20-22) SCFS The Age of Theodore Roosevelt
 973.92(1-3) SCFS Harry S. Truman: Man of Decision.
 973.9(6) CFS An Uneasy Postwar Period
 353.03(15) CFS Woodrow Wilson
 973.91(1-2) SCFS Woodrow Wilson: Idealism and American Democracy. Parts I and II
 341.1(1) The United Nations: Economic and Social Council
 341.1(2) The United Nations: UN at Work.

es and Industrial Development	HS
World War I	HS
and Industrial Developments	HS
aid Industrial Development	HS
Business Organization and the Flood of Immigration	HS
and Industries	HS
abinet Member; Stewart L. Udall, Sec. of the Interior,	AV
reshman Congressman Parts 1 and 2	AV
Cities. New York Times. Filmstrip and record.	HS
ars: 1919-1920.	AV
Cities, U.S.A. Guidance Associates	AV
dore Roosevelt	AV
: Man of Decision.	AV
war Period	HS
	W
Idealism and American Democracy. Parts I and II	AV
ons: Economic and Social Council	HS
ons: UN at Work.	HS

F. TRANSPARENCIES

(All transparencies from U. S. History Transparency Masters Set)

Decline of Agricultural Population and Urban Growth

Growth of Union Membership in the U.S.

Progressive Era: 1890-1915.

Causes of World War I, Causes of U.S. Entry, and Wilson's Fourteen Points

World War I: Europe Before and After

The Business Cycle

The New Deal

The UN

NATO

G. CHART

"First World War" Civic Ed. Suc. 1733 K St., N.W. Washington, D.C. 2006

456